APPENDIX "A"

Statistics / Outside Resources / Information Origins

Killingly

Housing Data Profiles 2015

Population, Households & Age

Source: 2009-13 American Community Survey

	2009-13	2000	% Change
Population	17,317	16,472	5%
Households	6,752	6,359	6%
Average household size	2.51	2.53	-1%
Average family size	3.07	3.02	2%

	2009-13	2000	% Change
Householders living alone	28%	26%	2%
Residents living in families	65%	67%	-2%
Households with someone <18	32%	36%	-4%
Households with someone > 65	25%	23%	2%

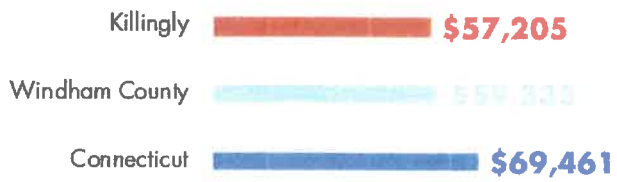
Median age for those living in Killingly is 40.0 years old, 0.2 years younger than CT's median age of 40.2 years old.

Income & Age

Killingly's annual median household income in 2013 was $57,205, 18% less than Connecticut's median household income of $69,461. It is 4% less than Windham County's median household income of $59,333. Killingly's median household income ranks 153 (1=highest, 169=lowest) among CT's 169 municipalities.

Median Household Income

Source: 2009-13 American Community Survey



Income by Age of Head of Household: Killingly

Source: American Community Survey 2009-13

In Killingly, 4% (241) of the heads of households were under 25 years old, 32% (2,153) were 25-44 years old, 42% (2,828) were 45-64 years old and 23% (1,530) were 65 or older.

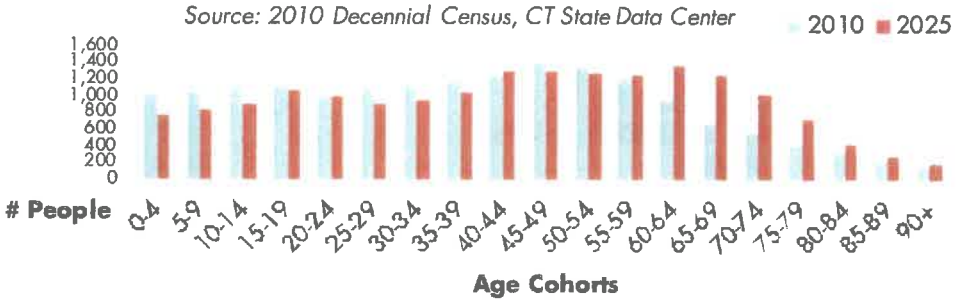
Throughout Connecticut, households headed by those under 25 and those 65 and over tend to have lower incomes than those 25-64 years old, limiting their housing options.

Aging of the Population

Killingly is one of the 153 Connecticut municipalities projected to see a drop in school-age population between 2015 and 2025. Many municipalities will see declines over 30%. The projected decrease for Killingly is 12%. Meanwhile the 65+ population for Killingly is projected to increase by 41%.

Age Cohorts - 2010 Population, 2025 Population Projections: Killingly

Source: 2010 Decennial Census, CT State Data Center



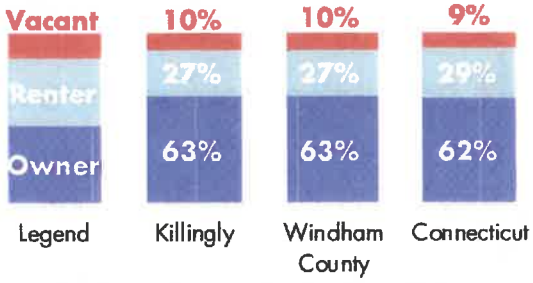
Characteristics of Housing Stock

Tenure

	Killingly	Windham County	Connecticut
Total	7,512	49,051	1,486,995
Owner-Occupied	4,726	30,851	919,488
Renter-Occupied	2,026	13,167	436,361
Vacant	760	5,033	131,146

Source: 2009-13 American Community Survey

Percent of Owner-Occupied, Renter-Occupied and Vacant Housing Units



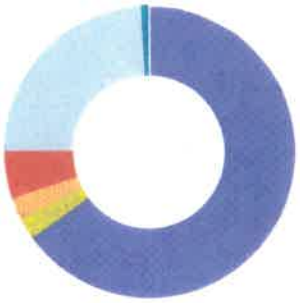
Killingly saw its number of housing units increase by 9% from 2000 to 2013. Renters live in 27% of Killingly's housing stock, compared to 27% for Windham County and 29% for Connecticut.

Units in Structure

Overall, 67% of CT's occupied housing stock is comprised of single-family housing, while 33% is multifamily housing (2+ units in structure) and 1% is mobile homes.

In Killingly, 70% of occupied homes are single-family, 26% are multifamily (2+ units in structure), and 3% are mobile homes. Renters live in 91% of Killingly's 1,774 multifamily homes, and owners occupy 93% of its 4,743 single-family homes.

Units in Structure by Tenure: Killingly



	# Units	%
Owner-Occupied		
Single-Family	4,388	65%
Multifamily	167	2%
Mobile	171	3%
Renter Occupied		
Single-Family	355	5%
Multifamily	1,607	24%
Mobile	64	1%

Source: 2009-13 American Community Survey

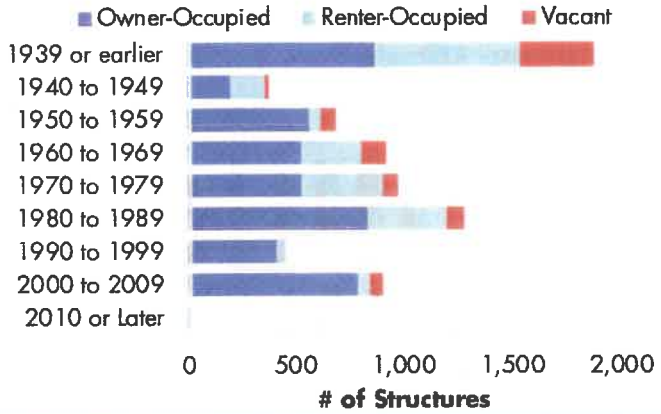
Year Built

CT's housing stock varies in age, with 23% built before 1939, 36% built from 1940 to 1969 and 41% built from 1970 on.

In Killingly, 25% of the housing stock was built prior to 1939, 26% was built between 1940 and 1969 and the remaining 48% was built after 1970. Shifting demographics indicate that housing built from 1970 on may not meet the needs of CT's current and future residents.

Tenure by Year Structure Built: Killingly

Source: 2009-2013 American Community Survey



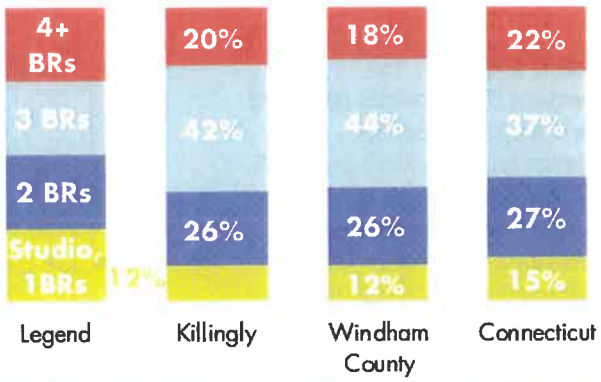
Bedrooms

A majority of homes in CT have 3 or more bedrooms, with 37% having 3 bedrooms and 22% having 4 or more. 42% of the homes in the state have 2 or fewer bedrooms.

Over 63% of homes in Killingly have 3 or more bedrooms, while 37% have 2 or fewer bedrooms. Towns and cities that have larger homes with more bedrooms offer fewer housing options for younger workers or downsizing Baby Boomers.

Housing Units by Number of Bedrooms

Source: 2009-13 American Community Survey

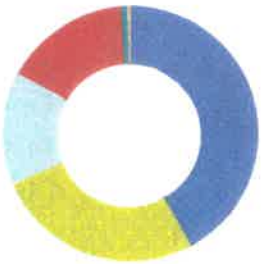


Housing Costs for Owners and Renters

Affordability

Across CT, 50% of renters and 35% of owners spend more than 30% of their income on housing. In Killingly, 46% of renters spend more than 30% of their income on housing, while 38% of owners do the same. Households that spend more than 30% of their income on housing may have little left over for necessities such as transportation, food, health care, etc.

Housing Costs as a % of Household Income: Killingly



	# Units	% Total
Owner-Occupied		
Spending <30%	2,729	42%
Spending >=30%	1,691	26%
Not computed	25	0%
Renter Occupied		
Spending <30%	1,057	16%
Spending >=30%	936	14%
Not computed	33	1%

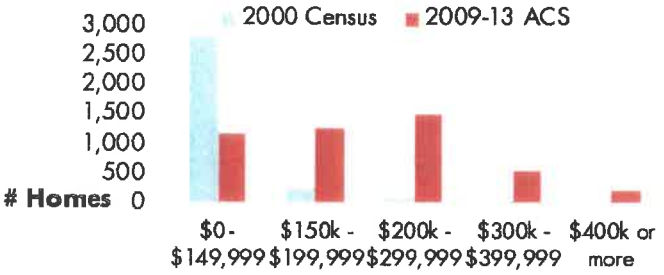
Source: 2009-13 American Community Survey

Home Value

The value of homes in Connecticut has risen significantly over the last 15 years, putting home ownership out of reach for many middle-class households. In Killingly, 89% of homes were valued under $150,000 in 2000, compared to 25% now. The median home value in Killingly is now $197,000, an increase of 82% since 2000.

Self-Reported Value of Owner-Occupied Homes: Killingly

Source: Census 2000, 2009-2013 American Community Survey

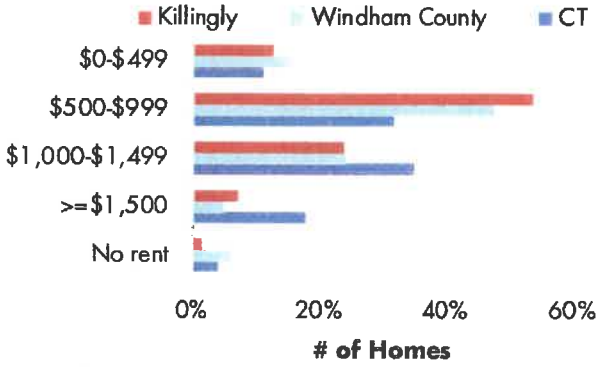


Gross Rent

According to 2009-13 American Community Survey data, 32% of Killingly's 2,026 rental units have a gross rent over $1,000 per month and 32% have a gross rent under $750 per month.

Rental Units by Gross Rent: Killingly

Source: 2009-2013 American Community Survey



Housing Costs & Income

Owner Households: Killingly

The average homeowner household in Killingly has a median income of

$71,616

Households with a Mortgage	Households w/out a Mortgage
Median Income:	Median Income:
$78,857	$36,154
Median Monthly Owner Costs:	Median Monthly Owner Costs:
$1,676	$561

In Connecticut, incomes among those who own their homes tend to be much higher than incomes for renter households. Incomes for owners who no longer pay a mortgage also tend to be lower than for those paying a mortgage, as those no longer paying a mortgage may be retired and living on fixed incomes.

Source: 2009-13 American Community Survey

Renter Households: Killingly

Median Income Renter Households =

$32,345

43% less than the median income of all households.

Median Gross Rent =

$857

32% of income spent on rent.

68% of income for all other expenses.

Housing Market General Information

Housing Wage

2015 Housing Wage: Killingly

$18.33

Killingly is included in the Windham County Metro Area.

Each year, the National Low Income Housing Coalition calculates the "housing wage," the hourly wage needed for a household to afford a typical 2-bedroom apartment in metro areas throughout the United States.

Connecticut's housing costs are typically high, ranking #8 in 2015 with a housing wage of $24.29.

Grand List

Real Property Grand List Values, 2008-13: Killingly

Total Real Property 2008	$1,237,548,186
Total Real Property 2013	$1,009,202,006
% Change, 2008-13	-18%

Connecticut housing prices declined precipitously after the 2008 financial crisis and have not rebounded to pre-crisis levels, particularly in municipalities - 114 of 169 - where housing stock is dominated by single-family homes. Across the state, 152 municipalities have seen either no change in real property grand lists, or declines, forcing most to raise mil rates, reduce services, or both.

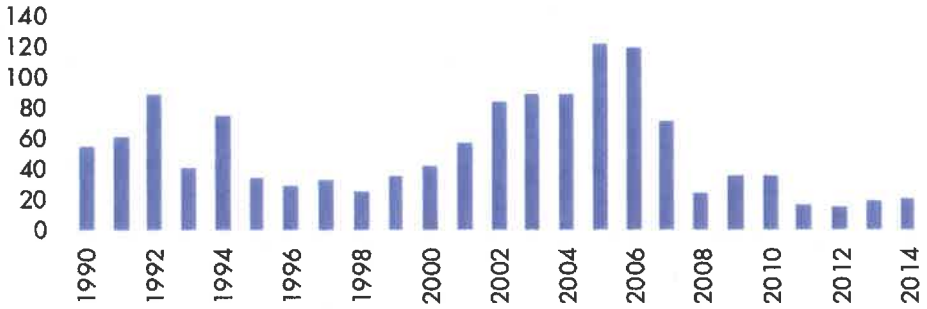
Source: CT Office of Policy and Management

Building Permits

Connecticut saw a sharp decline in building permits following the crash of the housing market in the mid-2000s. As the housing market slowly recovers, statewide building permits have increased by small amounts since 2011, with permits for multifamily units at levels not seen for a decade. Building permits issued, however, remain well below the levels seen in the 1980s and 1990s.

Building Permits by Year, 1990-2014: Killingly

Source: CT Department of Economic and Community Development



Affordable Housing Appeals List

Each year the CT Department Of Housing surveys municipalities in the state to determine the number of affordable units each has. The data is compiled for the Affordable Housing Appeals List. The following housing units are counted as affordable in Killingly in 2014:

Assisted Units Counted in 2014 Appeals List: Killingly

	495	Governmentally Assisted Units
	107	Tenant Rental Assistance
	488	CHFA/USDA Mortgages
+	0	Deed Restricted Units
	1,090	Total Assisted Units

Calculation of % of Total Units Assisted: Killingly

1,090 (Total Assisted Units) ÷ 7,592 (Total Units, 2010 Census) = 14.4% (Units Assisted)

Housing Data Profiles are produced by the Partnership for Strong Communities. Updated November 16, 2015.
For more information about the information presented or to use any of the graphics presented in the Housing Data Profiles, please contact: Christina Rubenstein, Deputy Policy Director, christina@pschousing.org.

Analysis of Housing Conditions

Key Stats

Population
17,317

Households
6,752

Projected Change in Population from 2015-2025
5-19 Year Olds: -12%
65+ Year Old: 41%

Median Household Income
All Households: $57,205
Owners: $71,616
Renters: $32,345

Housing Units
Total Units: 6,752
Owner-Occupied: 63%
Renter-Occupied: 27%
Vacant: 10%

Single-Family/Multifamily
Single Family: 70%
Multifamily: 26%

Median Home Value
$197,000

Median Gross Rent
$857

Households Spending 30% or More on Housing
All Households: 41%
Owners: 38%
Renters: 46%

Housing Built 1970 or Later
48%

2014 Affordable Housing Appeals List
Assisted Units: 14%

% Change in Total Real Property, 2008-2013
-18%

Killingly's Housing Data Profile: The Story Behind the Numbers

Killingly, unlike most of Connecticut's suburbs, has a median household income close to that of Connecticut, modest housing costs, a better than average supply of units for a variety of the municipality's workforce (such as, teachers, nurses, electricians, firefighters and town employees), and a reasonable range of housing choices for Baby Boomers seeking to downsize and Millennials and young families seeking to move to town.

Housing remains expensive in Killingly relative to the median household income. Statewide, 50% of renters and 35% of homeowners spend 30% or more of their household incomes on housing. In Killingly, where the $57,205 median household income is lower than the statewide median of $69,461, 46% of renters and 38% of homeowners spend 30% or more of their income on housing.

Killingly is one of the 153 Connecticut municipalities that could see a potentially significant decline in school enrollment through 2025 because of a projected decline in school-age (5-19) population of 12% from 2015 to 2025. At the same time, its population is getting older, with a projected increase of 41% in the 65+ population from 2015 to 2025, potentially leading to the need for smaller, denser, more affordable homes closer to the town center, services and, if possible, transit connections.

While the number of renting households in Connecticut has increased from 30% to 34% since 2007, many towns are ill-prepared to accommodate the needs of renters. Killingly is one of 114 Connecticut municipalities with single-family homes dominating its housing stock (70%) and little modest or multifamily housing to offer (37% units are 0-2 bedrooms, compared to 42% statewide), mostly because many of those towns built the bulk of their homes after 1970 (48% in Killingly) to accommodate the needs of new Baby Boomer families then in their 20s.

Now in their 60s, those families are seeking more modest homes. But their attempts to sell are being met by few offers because few young families can afford to move to those towns, flattening median sales prices and stunting the growth of Grand Lists – the towns' total value of real property – and thus property tax revenues needed to pay for increasingly expensive services. From 2008 through 2013 (latest OPM figures), 151 towns experienced negative growth in real property values, 1 had no growth and 3 had only slight growth of 2 percent or less. The total real property Grand List in Killingly has declined by 18% from 2008 through 2013.

Across the state, 138 of the 169 municipalities have affordable homes totaling less than 10% of their housing stock. These are the kinds of homes increasingly sought by young professionals, families, town workers, downsizing Baby Boomers and others. In Killingly, 14% of the homes are affordable, according to the state's 2014 Affordable Housing Appeals List.

Data Sources & Notes

Page 1

⇒ Populations, Households & Age
DP-1 - Profile of General Demographic Characteristics: 2000, Census 2000 Summary File 1 (SF 1) 100-Percent Data
DP02 - Selected Social Characteristics In The United States, 2009-2013 American Community Survey 5-Year Estimates
DP05 - ACS Demographic And Housing Estimates, 2009-2013 American Community Survey 5-Year Estimates

⇒ Age & Income

- Median Household Income
  B25119 - Median Household Income The Past 12 Months (In 2013 Inflation-Adjusted Dollars) By Tenure, Universe: Occupied Housing Units More Information, 2009-2013 American Community Survey 5-Year Estimates
- Income by Age of Head of Householder
  B19037 - Age Of Householder By Household Income In The Past 12 Months (In 2013 Inflation-Adjusted Dollars), Universe: Households, 2009-13 American Community Survey 5-Year Estimates

⇒ Aging of Population
P12 - Sex by Age, Universe: Total population, 2010 Census Summary File 1
2015-2025 Population Projections for Connecticut, November 1, 2012 edition, CT State Data Center

Page 2

⇒ Tenure, Units in Structure, Year Built, Bedrooms
DP04 - Selected Housing Characteristics, 2009-2013 American Community Survey 5-Year Estimates

⇒ Tenure note: Universe is all housing units. Total housing stock includes vacant units.

⇒ Units in Structure notes: Multifamily includes all units with 2+ units in structure. Does not include boats, RVs, vans, etc. Universe is occupied housing units (does not include vacant units).

Page 3

⇒ Affordability
DP04 - Selected Housing Characteristics, 2009-2013 American Community Survey 5-Year Estimates, Note: Percent income spent on housing costs is not calculated for some households, noted in chart as "Not computed."

⇒ Home Value
B25075 - Value, Universe: Owner-occupied housing units, 2009-2013 American Community Survey 5-Year Estimates

⇒ Gross Rent
DP04 - Selected Housing Characteristics, 2009-2013 American Community Survey 5-Year Estimates

⇒ Housing Costs & Income

- Median Household Income by Tenure
  B25119 Median Household Income The Past 12 Months (In 2013 Inflation-Adjusted Dollars) By Tenure, Universe: Occupied housing units, 2009-2013 American Community Survey 5-Year Estimates
- Median Household Income for Owner-Occupied Households by Mortgage Status
  B25099 - Mortgage Status By Median Household Income The Past 12 Months (In 2013 Inflation-Adjusted Dollars), Universe: Owner-occupied housing units, 2009-2013 American Community Survey 5-Year Estimates
- Median Monthly Housing Costs by Mortgage Status, Median Gross Rent
  DP04 - Selected Housing Characteristics, 2009-2013 American Community Survey 5-Year Estimates,
  Note: Median Gross Rent data suppressed for some geographies by Census Bureau, reasons for suppression may vary.

Page 4

⇒ Housing Wage
Out of Reach 2015, 2-Bedroom Housing Wage, National Low Income Housing Coalition

⇒ Grand Lists
Total Grand Lists by Town, 2008 and 2013, CT Office of Policy and Management

⇒ Building Permits
Connecticut New Housing Authorizations in 2014, Construction Report: Housing Production & Permits, CT Dept. of Economic and Community Development

⇒ Affordable Housing Appeals List
2014 Affordable Housing Appeals List, CT Dept. of Housing

PARTNERSHIP FOR STRONG COMMUNITIES

Killingly

Housing Data Profiles 2018

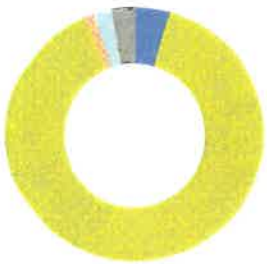
Population, Age, & Race

Source: 2011-15 American Community Survey

	2011-15	2000	% Change		2011-15	2000	% Change
Population	17,250	16,472	5%	Householders living alone	31%	26%	5%
Households	6,951	6,359	9%	Residents living in families	61%	67%	-6%
Average household size	2.43	2.53	-4%	Households with someone <18	29%	36%	-7%
Average family size	3.07	3.02	2%	Households with someone > 65	23%	23%	0%

Median age for those living in Killingly is 41.7 years old, 1.3 years older than CT's median age of 40.4 years old.

Race and Ethnicity: Killingly



Racial and Ethnic Groups	Total	%
Hispanic or Latino (of any race)	755	4%
White	15,322	89%
Black or African American	259	2%
American Indian and Alaska Native	0	0%
Asian	402	2%
Hawaiian and Other Pacific Islander	0	0%
Other/Multi-Race	512	3%

Source: 2011-15 American Community Survey

Connecticut is becoming increasingly diverse. Between 2010 and 2015, the nonwhite population increased from 28% to 31%. In Killingly, 89% of residents are white, while 11% are nonwhite.

$$$ Household Income

Killingly's annual median household income in 2015 was $55,764, 21% less than Connecticut's median household income of $70,331. It is 6% less than Windham County's median household income of $59,392. Killingly's median household income ranks 154 (1=highest, 169=lowest) among CT's 169 municipalities.

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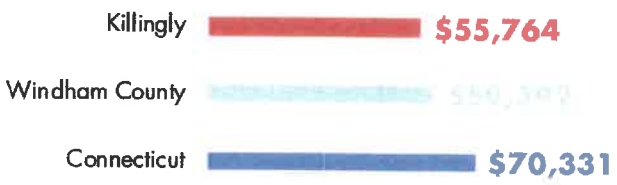
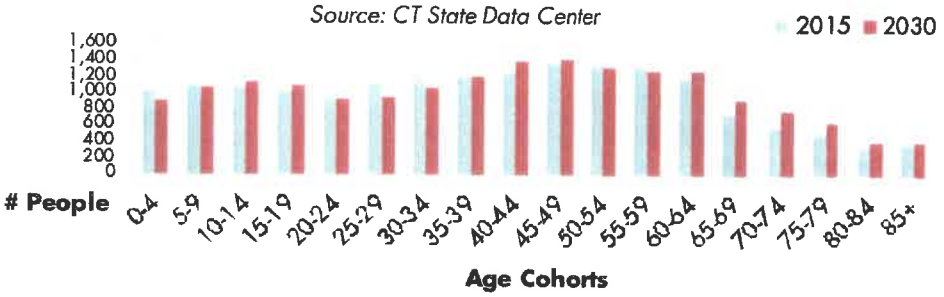


Aging of the Population

Killingly is one of the 48 Connecticut municipalities projected to see a rise in their school-age population between 2020 and 2030. Many municipalities will see declines over 15%. In Killingly, the projected increase is 1%. Meanwhile the 65+ population for Killingly is projected to increase by 15%.

Age Cohorts - 2015, 2030 Population Projections: Killingly

Source: CT State Data Center



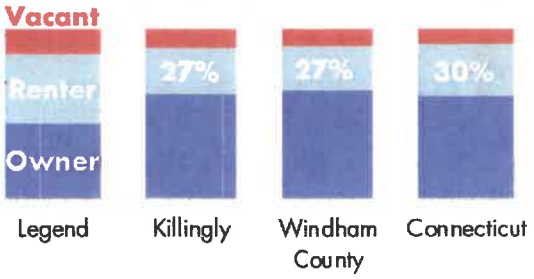
Characteristics of Housing Stock

Tenure

	Killingly	Windham County	Connecticut
Total	7,811	49,176	1,491,786
Owner-Occupied	4,823	31,184	906,227
Renter-Occupied	2,128	13,092	446,356
Vacant	860	4,900	139,203

Source: 2011-15 American Community Survey

Percent of Owner-Occupied, Renter-Occupied and Vacant Housing Units



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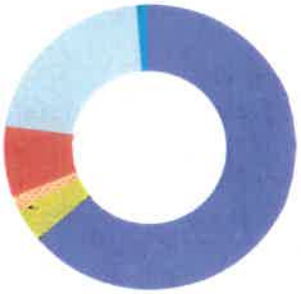
Units in Structure

Overall, 66% of CT's occupied housing stock is comprised of single-family housing, while 33% is multifamily housing (2+ units in structure) and 1% is mobile homes.

In Killingly, 72% of occupied homes are single-family, 25% are multifamily (2+ units in structure), and 3% are mobile homes. Renters live in 85% of Killingly's 1,759 multifamily homes, and owners occupy 89% of its 4,987 single-family homes.

Units in Structure by Tenure: Killingly



	# Units	%
Owner-Occupied		
Single-Family	4,434	64%
Multifamily	267	4%
Mobile	122	2%
Renter Occupied		
Single-Family	553	8%
Multifamily	1,492	21%
Mobile	83	1%

Source: 2011-15 American Community Survey

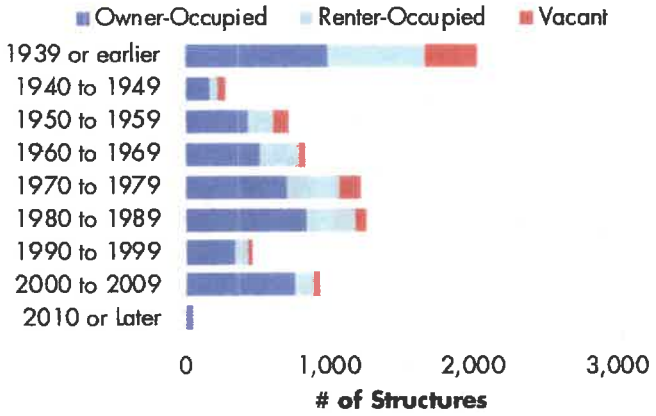
Year Built

CT's housing stock varies in age, with 22% built before 1939, 36% built from 1940 to 1969 and 42% built from 1970 on.

In Killingly, 26% of the housing stock was built prior to 1939, 23% was built between 1940 and 1969 and the remaining 51% was built after 1970. Shifting demographics indicate that housing built from 1970 on may not meet the needs of CT's current and future residents.

Tenure by Year Structure Built: Killingly

Source: 2011-2015 American Community Survey



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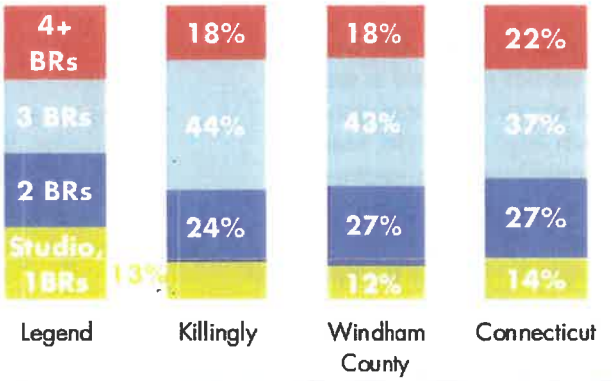
Housing Units by Number of Bedrooms

Source: 2011-15 American Community Survey



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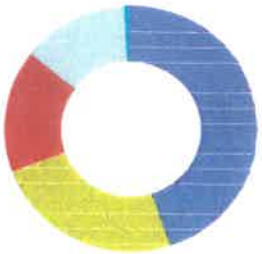


	# Units	% Total
Owner-Occupied		
Spending <30%	3,066	44%
Spending >=30%	1,733	25%
Not computed	24	0%
Renter Occupied		
Spending <30%	1,118	16%
Spending >=30%	973	14%
Not computed	37	1%

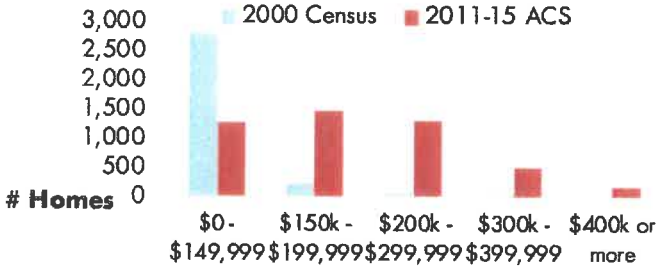
Source: 2011-15 American Community Survey

Home Value

The value of homes in Connecticut has risen significantly over the last 15 years, putting home ownership out of reach for many middle-class households. In Killingly, 89% of homes were valued under $150,000 in 2000, compared to 27% now. The median home value in Killingly is now $188,500, an increase of 74% since 2000.

Self-Reported Value of Owner-Occupied Homes: Killingly

Source: Census 2000, 2011-2015 American Community Survey

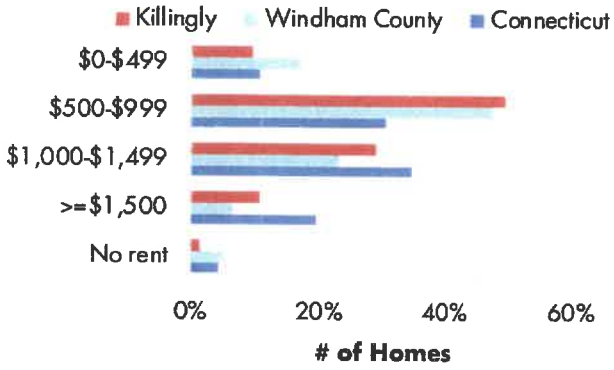


Gross Rent

According to 2011-15 American Community Survey data, 40% of Killingly's 2,128 rental units have a gross rent over $1,000 per month and 25% have a gross rent under $750 per month.

Rental Units by Gross Rent: Killingly

Source: 2011-2015 American Community Survey



Housing Costs & Income

Owner Households: Killingly

The average homeowner household in Killingly has a median income of

$70,362

Households with a Mortgage	Households w/out a Mortgage
Median Income:	Median Income:
$75,964	$41,898
Median Monthly Owner Costs:	Median Monthly Owner Costs:
$1,552	$599

In Connecticut, incomes among those who own their homes tend to be much higher than incomes for renter households. However, incomes for owners who no longer pay a mortgage also tend to be lower than for those paying a mortgage, as those no longer paying a mortgage may be retired and living on fixed incomes.

Source: 2011-2015 American Community Survey

Renter Households: Killingly

Median Income Renter Households =

$36,289

35% less than the median income of all households.

Median Gross Rent =

$889

29% of income spent on rent.

71% of income for all other expenses.

Housing Market General Information

Housing Wage

2017 Housing Wage: Killingly

$18.06

Killingly is included in the Windham County Metro Area.

Each year, the National Low Income Housing Coalition calculates the "housing wage," the hourly wage needed for a household to afford a typical 2-bedroom apartment in metro areas throughout the United States.

Connecticut's housing costs are typically high, ranking #8 in 2017 with a housing wage of $24.72.

Grand List

Real Property Grand List Values, 2008-16: Killingly

Total Real Property 2008	$1,237,548,186
Total Real Property 2016	$1,021,998,330
% Change, 2008-16	-17%

Connecticut housing prices declined precipitously after the 2008 financial crisis and have not rebounded to pre-crisis levels, particularly in municipalities - 113 of 169 - where housing stock is dominated by single-family homes. Across the state, 152 municipalities have seen either no change in real property grand lists, or declines, forcing most to raise mill rates, reduce services, or both.

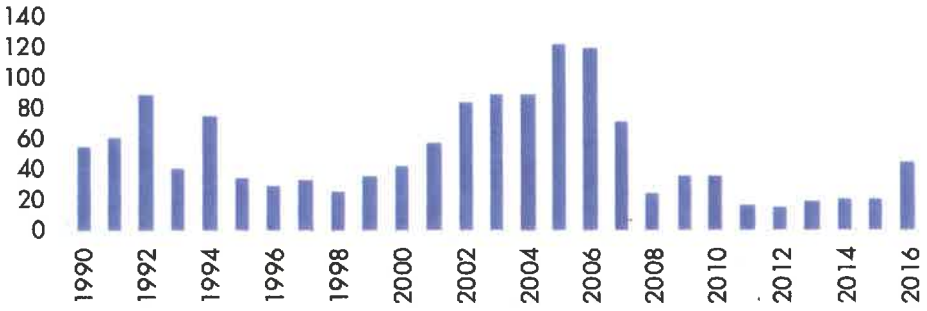
Source: CT Office of Policy and Management

Building Permits

Connecticut saw a sharp decline in building permits following the crash of the housing market in the mid-2000s. As the housing market slowly recovers, statewide building permits have increased by small amounts since 2011, with permits for multifamily units at levels not seen for a decade. Building permits issued, however, remain well below the levels seen in the 1980s and 1990s.

Building Permits by Year, 1990-2016: Killingly

Source: CT Department of Economic and Community Development



Affordable Housing Appeals List

Each year the CT Department Of Housing surveys municipalities in the state to determine the number of affordable units each has. The data is compiled for the Affordable Housing Appeals List. The following housing units are counted as affordable in Killingly in 2016:

Assisted Units Counted in 2016 Appeals List: Killingly

	520	Governmentally Assisted Units
	112	Tenant Rental Assistance
	297	CHFA/USDA Mortgages
+	0	Deed Restricted Units
	929	Total Assisted Units

Calculation of % of Total Units Assisted: Killingly

929	÷	7,592	=	12.2%
Total Assisted Units		Total Units, 2010 Census		Units Assisted

Housing Data Profiles are produced by the Partnership for Strong Communities.
For more details about the information presented or to use any of the graphics in the Housing Data Profiles, please contact: Charles Patton, Senior Policy Analyst, charles@pschousing.org.

Analysis of Housing Conditions

Key Stats

Population
17,250

Households
6,951

Projected Change in Population from 2020-2030
5-19 Year Olds: 1%
65+ Year Old: 15%

Median Household Income
All Households: $55,764
Owners: $70,362
Renters: $36,289

Housing Units
Total Units: 7,811
Owner-Occupied: 62%
Renter-Occupied: 27%
Vacant: 11%

Single-Family/Multifamily
Single Family: 72%
Multifamily: 25%

Median Home Value
$188,500

Median Gross Rent
$889

Households Spending 30% or More on Housing
All Households: 39%
Owners: 36%
Renters: 46%

Housing Built 1970 or Later
51%

2016 Affordable Housing Appeals List
Assisted Units: 12%

% Change in Total Real roperty, 2008-2016
-17%

Killingly's Housing Data Profile: The Story Behind the Numbers

Killingly, unlike most of Connecticut's suburbs, has a median household income fairly close to that of Connecticut, modest-to-high housing costs, a better than average supply of units for teachers, nurses, electricians, firefighters and town workers, and a reasonable range of housing choices for Baby Boomers seeking to downsize and Millennials and young families seeking to move to town.

Housing remains expensive in Killingly relative to the median household income. Statewide, 50% of renters and 32% of homeowners spend 30% or more of their household incomes on housing. In Killingly, where the $55,764 median household income is lower than the statewide median of $70,331, 46% of the town's renters and 36% of its homeowners spend 30% or more of their income on housing.

Killingly is one of the few Connecticut municipalities that could see an increase in school enrollment through 2030 because of unusual, if modest, anticipated growth in school-age (5-19) population of 1% from 2020 to 2030. At the same time, its population is getting much older, with a projected increase of 15% in the 65+ population from 2020 to 2030, potentially leading to the need for smaller, denser, more affordable homes closer to the town center, services and, if possible, transit connections.

While the number of renting households in Connecticut has increased from 30% to 35% since 2007, many towns are ill-prepared to accommodate the needs of renters. Killingly is one of 118 Connecticut municipalities with single-family homes dominating its housing stock (72%) and little modest or multifamily housing to offer (37% units are 0-2 bedrooms, compared to 42% statewide), mostly because many of those towns built the bulk of their homes after 1970 (51% in Killingly) to accommodate the needs of new Baby Boomer families then in their 20s.

Now in their 60s, those families are seeking more modest homes. But their attempts to sell are being met by few offers because few young families can afford to move to those towns, flattening median sales prices and stunting the growth of Grand Lists – the towns' total value of real property – and thus property tax revenues needed to pay for increasingly expensive services. From 2008 through 2016 (latest OPM figures), 150 towns experienced negative growth in real property values, 2 had no growth and 7 had only slight growth of 2 percent or less. The total real property Grand List in Killingly declined significantly by 17% from 2008 through 2016.

Across the state, 138 of the 169 municipalities have affordable homes totaling less than 10% of their housing stock. These are the kinds of homes increasingly sought by young professionals, families, town workers, downsizing Baby Boomers and others. In Killingly, 12% of the homes are affordable, according to the state's 2016 Affordable Housing Appeals List.

Data Sources & Notes

Page 1

⇒ Populations, Age, & Race
DP-1 - Profile of General Demographic Characteristics: 2000, Census 2000 Summary File 1 (SF 1) 100-Percent Data
DP02 - Selected Social Characteristics In The United States, 2011-2015 American Community Survey 5-Year Estimates
DP05 - ACS Demographic And Housing Estimates, 2011-2015 American Community Survey 5-Year Estimates

⇒ Note: Due to rounding throughout the profile, some results may not appear to correspond with the values in tables, charts and text.

⇒ Age & Income

- Median Household Income
  B25119 - Median Household Income The Past 12 Months (In 2015 Inflation-Adjusted Dollars) By Tenure, Universe: Occupied Housing Units More Information, 2011-2015 American Community Survey 5-Year Estimates

⇒ Aging of Population
2015-2040 Population Projections for Connecticut, August 31, 2017 edition, CT State Data Center

Page 2

⇒ Tenure, Units in Structure, Year Built, Bedrooms
DP04 - Selected Housing Characteristics, 2011-2015 American Community Survey 5-Year Estimates

⇒ Tenure note: Universe is all housing units. Total housing stock includes vacant units.

⇒ Units in Structure notes: Multifamily includes all units with 2+ units in structure. Does not include boats, RVs, vans, etc. Universe is occupied housing units (does not include vacant units).

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⇒ Affordability
DP04 - Selected Housing Characteristics, 2011-2015 American Community Survey 5-Year Estimates, Note: Percent income spent on housing costs is not calculated for some households, noted in chart as "Not computed."

⇒ Home Value
B25075 - Value, Universe: Owner-occupied housing units, 2011-2015 American Community Survey 5-Year Estimates

⇒ Gross Rent
DP04 - Selected Housing Characteristics, 2011-2015 American Community Survey 5-Year Estimates

⇒ Housing Costs & Income

- Median Household Income by Tenure
  B25119 Median Household Income The Past 12 Months (In 2015 Inflation-Adjusted Dollars) By Tenure, Universe: Occupied housing units, 2011-2015 American Community Survey 5-Year Estimates
- Median Household Income for Owner-Occupied Households by Mortgage Status
  B25099 - Mortgage Status By Median Household Income The Past 12 Months (In 2015 Inflation-Adjusted Dollars), Universe: Owner-occupied housing units, 2011-2015 American Community Survey 5-Year Estimates
- Median Monthly Housing Costs by Mortgage Status, Median Gross Rent
  DP04 - Selected Housing Characteristics, 2011-2015 American Community Survey 5-Year Estimates,
  Note: Median Gross Rent data suppressed for some geographies by Census Bureau, reasons for suppression may vary.

Page 4

⇒ Housing Wage
Out of Reach 2017, 2-Bedroom Housing Wage, National Low Income Housing Coalition

⇒ Grand Lists
Total Grand Lists by Town, 2008 and 2014, CT Office of Policy and Management

⇒ Building Permits
Connecticut New Housing Authorizations in 2016, Construction Report: Housing Production & Permits, CT Dept. of Economic and Community Development

⇒ Affordable Housing Appeals List
2016 Affordable Housing Appeals List, CT Dept. of Housing

Killingly, Connecticut

CERC Town Profile 2017

Connecticut Economic Resource Center

Government

Government Form: Council - Manager

Total Revenue (2015)	$58,194,105
Tax Revenue	$31,633,701
Non-tax Revenue	$26,560,404
Intergovernmental	$22,516,265
Per Capita Tax (2015)	$1,844
As % of State Average	66.1%

Total Expenditures (2015)	$57,315,683
Education	$44,202,229
Other	$13,113,454
Total Indebtedness (2015)	$31,480,685
As % of Expenditures	54.9%
Per Capita	$1,838
As % of State Average	75.6%

Annual Debt Service (2015)	$3,032,151
As % of Expenditures	5.3%
Eq. Net Grand List (2015)	$1,558,606,470
Per Capita	$90,982
As % of State Average	61.4%
Moody's Bond Rating (2015)	Aa3
Actual Mill Rate (2015)	26.51
Equalized Mill Rate (2015)	20.27
% of Net Grand List Com/Ind (2015)	19.0%

Housing/Real Estate

Housing Stock (2011-2015)

	Town	County	State
Total Units	7,811	49,176	1,491,786
% Single Unit (2011-2015)	66.5%	67.2%	59.2%
New Permits Auth (2015)	20	93	6,077
As % Existing Units	0.3%	0.2%	0.4%
Demolitions (2015)	0	34	1,230
Home Sales	NA	774	26,310
Median Price	$188,500	$197,500	$270,500
Built Pre-1950 share	29.5%	31.6%	29.3%
Owner Occupied Dwellings	4,823	31,184	906,227
As % Total Dwellings	69.4%	70.4%	67.0%
Subsidized Housing (2015)	1,050	6,761	172,556

Distribution of House Sales

	Town	County	State
Less than $100,000	NA	153	3,417
$100,000-$199,999	NA	352	7,522
$200,000-$299,999	NA	200	6,031
$300,000-$399,999	NA	49	3,380
$400,000 or More	NA	20	5,960

Labor Force

Place of Residence (2015)

	Town	County	State
Labor Force	9,539	62,814	1,890,506
Employed	8,873	58,845	1,782,269
Unemployed	666	3,969	108,237
Unemployment Rate	7.0%	6.3%	5.7%

Place of Work (2015)

	Town	County	State
Units	499	2,740	116,246
Total Employment	8,738	39,379	1,662,822
2012-'15 AAGR	98.5%	90.2%	100.0%
Mfg Employment	1,867	6,149	79,612

Connecticut Commuters (2014)

Commuters Into Town From:		Town Residents Commuting To:	
Killingly, CT	2,040	Killingly, CT	2,040
Plainfield, CT	739	Putnam, CT	875
Brooklyn, CT	620	Plainfield, CT	485
Putnam, CT	570	Brooklyn, CT	299
Woodstock, CT	349	Norwich, CT	226
Thompson, CT	345	Windham, CT	180
Pomfret, CT	252	Hartford, CT	169

Other Information

Crime Rate (2014)

	Town	State
Per 100,000 residents	1,209	2,167

Library (2016)

	Town
Circulation per Capita	4.87
Internet Use per Visit	0.18

Distance to Major Cities

	Miles
Providence	23
Hartford	43
Boston	55
New York City	136
Montreal	271

Residential Utilities

Electric Provider
Eversource Energy
(800) 286-2000

Gas Provider
Eversource Energy
(800) 989-0900

Water Provider
Connecticut Water Company
(800) 286-5700

Cable Provider
Metrocast Communication of CT, LLC
(860) 442-8525

Families Receiving (2014)

	Town
Temporary Family Assistance (TFA)	105

Population Receiving (2014)

	Town
Supplemental Nutrition Assistance Program (SNAP)	1,439

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Killingly, Connecticut

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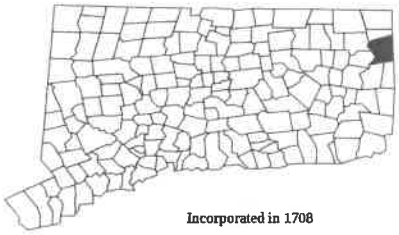
Town Hall
172 Main Street
Killingly, CT 06239
(860) 779-5334

Belongs To
Windham County
LMA Danielson - Northeast
Northeastern Planning Area



Incorporated in 1708

Demographics

Population

	Town	County	State
2000	16,472	109,091	3,405,565
2010	17,370	118,428	3,574,097
2011-2015	17,250	117,470	3,593,222
2020	17,981	126,432	3,604,591
'15 - '20 Growth / Yr	0.8%	1.4%	0.1%

	Town	County	State
Land Area (sq. miles)	48	513	4,842
Pop./Sq. Mile (2011-2015)	357	229	742
Median Age (2011-2015)	42	40	40
Households (2011-2015)	6,951	44,276	1,352,583
Med. HH Inc. (2011-2015)	$55,764	$59,392	$70,331

Race/Ethnicity (2011-2015)

	Town	County	State
White Alone, Non-Hispanic	15,322	98,828	2,487,119
Black Alone, Non-Hispanic	296	2,620	370,501
Asian	402	1,445	150,670
Native American	0	450	8,908
Other/Multi-Race	875	6,849	283,800
Hispanic (Any Race)	755	12,376	526,508

	Town	County	State
Poverty Rate (2011-2015)	10.2%	10.7%	10.5%

Educational Attainment (2011-2015)

	Town		State	
High School Graduate	4,147	34%	673,973	27%
Associates Degree	1,459	12%	183,289	7%
Bachelors or Higher	2,504	20%	925,607	38%

Age Distribution (2011-2015)

	0-4		5-14		15-24		25-44		45-64		65+		Total	
Town	1,099	6%	1,677	10%	2,118	12%	4,484	26%	5,427	31%	2,445	14%	17,250	100%
County	6,107	5%	14,002	12%	16,975	14%	29,167	25%	34,629	29%	16,590	14%	117,470	100%
State	191,445	5%	446,058	12%	492,864	14%	885,518	25%	1,035,059	29%	542,278	15%	3,593,222	100%

Economics

Business Profile (2015)

Sector	Units	Employment
Total - All Industries	499	8,738
23 - Construction	44	132
31-33 - Manufacturing	30	1,867
44-45 - Retail Trade	68	1,117
48-49 - Transportation and Warehousing	10	1,039
62 - Health Care and Social Assistance	52	1,147
Total Government	32	1,256

Top Five Grand List (2014)

	Amount
Lake Road Generating	$109,936,552
Connecticut Light & Power	$39,780,430
Dayville Property Development	$35,317,240
United Natural Foods	$17,457,050
Rite Aid Distribution	$16,314,930
Net Grand List (SFY 2014-2015)	$1,084,341,779

Major Employers (2014)

Frito Lay, Inc.
Rite Aid Distribution
Spirol International Corporation
Staples Distribution
United Natural Foods, Inc.

Education

2016-2017 School Year

	Grades	Enrollment
Killingly School District	PK-12	2,550

Pre-K Enrollment (PSIS)

	2016-2017
Killingly School District	164

4-Year Cohort Graduation Rate (2014-2015)

	All	Female	Male
Connecticut	87.2%	90.1%	84.4%
Killingly School District	76.8%	81.7%	71.7%

Smarter Balanced Test Percent Above Goal (2015-2016)

	Grade 3		Grade 4		Grade 8	
	Town	State	Town	State	Town	State
Math	37.1%	52.8%	39.4%	47.9%	25.7%	40.3%
ELA	45.3%	53.9%	50.3%	55.5%	61.4%	55.5%

Rate of Chronic Absenteeism (2015-2016)

	All
Connecticut	9.6%
Killingly School District	11.3%

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Killingly, Connecticut

CERC Town Profile 2018

Connecticut Economic Resource Center

Government

Government Form: Council - Manager

Total Revenue (2016)	$59,682,387
Tax Revenue	$33,225,714
Non-tax Revenue	$26,456,673
Intergovernmental	$22,398,430
Per Capita Tax (2016)	$1,935
As % of State Average	67.4%

Total Expenditures (2016)	$58,180,619
Education	$44,815,164
Other	$13,365,455
Total Indebtedness (2016)	$34,040,613
As % of Expenditures	58.5%
Per Capita	$1,994
As % of State Average	80.4%

Annual Debt Service (2016)	$2,923,075
As % of Expenditures	5.0%
Eq. Net Grand List (2016)	$1,657,995,334
Per Capita	$97,135
As % of State Average	64.2%
Moody's Bond Rating (2016)	Aa3
Actual Mill Rate (2016)	27.31
Equalized Mill Rate (2016)	19.92
% of Net Grand List Com/Ind (2016)	19.4%

Housing/Real Estate

Housing Stock (2012-2016)

	Town	County	State
Total Units	7,824	49,165	1,493,798
% Single Unit (2012-2016)	64.2%	66.9%	59.1%
New Permits Auth (2017)	30	134	4,547
As % Existing Units	0.4%	0.3%	0.3%
Demolitions (2017)	2	26	1,403
Home Sales	NA	774	26,310
Median Price	$187,300	$196,900	$269,300
Built Pre-1950 share	30.1%	31.2%	29.7%
Owner Occupied Dwellings	4,821	30,940	900,223
As % Total Dwellings	69.1%	69.9%	66.5%
Subsidized Housing (2017)	933	6,130	168,576

Distribution of House Sales

	Town	County	State
Less than $100,000	NA	153	3,417
$100,000-$199,999	NA	352	7,522
$200,000-$299,999	NA	200	6,031
$300,000-$399,999	NA	49	3,380
$400,000 or More	NA	20	5,960

Rental (2012-2016)

	Town	County	State
Median Rent	$917	$852	$1,094
Cost-burdened Renters	49.4%	51.4%	52.5%

Labor Force

	Town	County	State
Residents Employed	8,996	59,457	1,795,519
Residents Unemployed	572	3,430	96,273
Unemployment Rate	6.0%	5.5%	5.1%
Self-Employed Rate	8.3%	8.1%	9.9%
Total Employers	512	2,796	117,337
Total Employed	8,832	38,888	1,666,580

Connecticut Commuters (2015)

Commuters Into Town From:		Town Residents Commuting To:	
Killingly, CT	2,063	Killingly, CT	2,063
Plainfield, CT	732	Putnam, CT	834
Putnam, CT	625	Plainfield, CT	477
Brooklyn, CT	587	Brooklyn, CT	244
Thompson, CT	358	Norwich, CT	239
Woodstock, CT	273	Hartford, CT	206
Pomfret, CT	218	Windham, CT	196

Quality of Life

Crime Rates (per 100,000 residents) (2016)

	Town	State
Property	745	1,780
Violent	52	224

Disengaged Youth (2012-2016)

	Town	State
Female	0.0%	4.5%
Male	8.4%	5.5%

	Town
Library circulation per capita	5.24

Distance to Major Cities

	Miles
Providence	23
Hartford	43
Boston	55
New York City	136
Montreal	271

Residential Utilities

Electric Provider
Eversource Energy
(800) 286-2000

Gas Provider
Eversource Energy
(800) 989-0900

Water Provider
Connecticut Water Company
(800) 286-5700

Cable Provider
Atlantic Broadband
(844) 574-8435

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Killingly, Connecticut

CERC Town Profile 2018 *Produced by The CT Data Collaborative*

Town Hall
172 Main Street
Killingly, CT 06239
(860) 779-5334

Belongs To
Windham County
LMA Danielson - Northeast
Northeastern Planning Area

Incorporated in 1708

Demographics

Population

	Town	County	State
2000	16,472	109,091	3,405,565
2010	17,370	118,428	3,574,097
2012-2016	17,189	117,078	3,588,570
2020	17,981	126,432	3,604,591
'16 - '20 Growth / Yr	1.1%	1.8%	0.1%

	Town	County	State
Land Area (sq. miles)	48	513	4,842
Pop./Sq. Mile (2012-2016)	356	228	741
Median Age (2012-2016)	41	41	41
Households (2012-2016)	6,974	44,261	1,354,713
Med. HH Inc. (2012-2016)	$60,548	$60,689	$71,755

	Town	State
Veterans (2012-2016)	1,144	188,759

Race/Ethnicity (2012-2016)

	Town	County	State
White Alone, Non-Hispanic	15,162	98,091	2,464,450
Black Alone	253	2,692	372,696
Asian	416	1,555	152,782
Native American	0	684	9,399
Other/Multi-Race	903	6,981	284,582
Hispanic or Latino	824	12,735	537,728

	Town	County	State
Poverty Rate (2012-2016)	11.2%	11.2%	10.4%

Educational Attainment (2012-2016)

	Town		State	
High School Graduate	4,043	33%	673,220	27%
Associates Degree	1,347	11%	184,426	7%
Bachelors or Higher	2,651	22%	938,319	38%

Age Distribution (2012-2016)

	0-4		5-14		15-24		25-44		45-64		65+		Total	
Town	1,022	6%	1,781	10%	2,141	12%	4,543	26%	5,228	30%	2,474	14%	17,189	100%
County	5,917	5%	13,783	12%	16,801	14%	28,821	25%	34,696	30%	17,060	15%	117,078	100%
State	188,812	5%	439,100	12%	494,529	14%	878,077	24%	1,033,029	29%	555,023	15%	3,588,570	100%

Economics

Business Profile (2016)

Sector	Units	Employment
Total - All Industries	512	8,832
23 - Construction	48	141
31-33 - Manufacturing	30	1,926
44-45 - Retail Trade	69	1,175
48-49 - Transportation and Warehousing	9	1,034
62 - Health Care and Social Assistance	55	1,159
Total Government	32	1,237

Top Five Grand List (2017)

	Amount
Lake Road Generating	$114,544,070
Conn Light & Power	$50,342,760
Dayville Property Development	$35,631,820
Frito Lay	$25,281,846
United Natural Foods	$17,251,550
Net Grand List (SFY 2015-2016)	$1,106,789,534

Major Employers (2014)

Frito Lay, Inc.
Rite Aid Distribution
Spirol International Corporation
Staples Distribution
United Natural Foods, Inc.

Education

2017-2018 School Year

	Grades	Enrollment
Killingly School District	PK-12	2,523

Pre-K Enrollment (PSIS)

	2016-2017
Killingly School District	164

4-Year Cohort Graduation Rate (2016-2017)

	All	Female	Male
Connecticut	87.9%	90.9%	85.1%
Killingly School District	84.5%	89.5%	79.5%

Smarter Balanced Test Percent Above Goal (2016-2017)

	Grade 3		Grade 4		Grade 8	
	Town	State	Town	State	Town	State
Math	37.2%	53.1%	25.8%	50.0%	20.6%	41.8%
ELA	48.8%	51.8%	41.1%	54.1%	49.1%	53.7%

Rate of Chronic Absenteeism (2016-2017)

	All
Connecticut	9.9%
Killingly School District	14.9%

Public vs Private Enrollment (2012-2016)

	Town	County	State
Public	90.8%	92.0%	86.8%
Private	9.2%	8.0%	13.2%

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Killingly, Connecticut

CERC Town Profile 2019

Connecticut Economic Resource Center

Government

Government Form: Council - Manager

Total Revenue (2017)	$60,884,366
Tax Revenue	$34,043,520
Non-tax Revenue	$26,840,846
Intergovernmental	$22,586,845
Per Capita Tax (2017)	$1,966
As % of State Average	67.1%

Total Expenditures (2017)	$58,173,946
Education	$44,788,575
Other	$13,385,371
Total Indebtedness (2017)	$31,692,505
As % of Expenditures	54.5%
Per Capita	$1,846
As % of State Average	73.4%

Annual Debt Service (2017)	$3,184,777
As % of Expenditures	5.5%
Eq. Net Grand List (2017)	$1,772,252,233
Per Capita	$103,206
As % of State Average	68.4%
Moody's Bond Rating (2017)	Aa3
Actual Mill Rate (2017)	27.31
Equalized Mill Rate (2017)	19.05
% of Net Grand List Com/Ind (2017)	18.9%

Housing/Real Estate

Housing Stock (2013-2017)

	Town	County	State
Total Units	8,080	49,577	1,507,711
% Single Unit (2013-2017)	59.8%	66.2%	59.2%
New Permits Auth (2017)	30	134	4,547
As % Existing Units	0.4%	0.3%	0.3%
Demolitions (2017)	2	26	1,403
Home Sales (2017)	217	947	21,880
Median Price	$184,000	$196,800	$270,100
Built Pre-1950 share	29.5%	31.6%	29.3%
Owner Occupied Dwellings	4,721	31,142	906,798
As % Total Dwellings	66.8%	69.9%	66.6%
Subsidized Housing (2018)	834	5,827	167,879

Distribution of House Sales (2017)

	Town	County	State
Less than $100,000	24	80	536
$100,000-$199,999	90	376	5,237
$200,000-$299,999	80	339	6,681
$300,000-$399,999	18	110	3,863
$400,000 or More	5	42	5,563

Rental (2013-2017)

	Town	County	State
Median Rent	$918	$869	$1,123
Cost-burdened Renters	59.8%	52.2%	52.3%

Labor Force

	Town	County	State
Residents Employed	9,176	60,560	1,827,070
Residents Unemployed	446	2,866	78,242
Unemployment Rate	4.6%	4.5%	4.1%
Self-Employed Rate	7.9%	8.1%	10.0%
Total Employers	530	2,988	122,067
Total Employed	9,025	38,584	1,673,867

Connecticut Commuters (2015)

Commuters Into Town From:		Town Residents Commuting To:	
Killingly, CT	2,063	Killingly, CT	2,063
Plainfield, CT	732	Putnam, CT	834
Putnam, CT	625	Plainfield, CT	477
Brooklyn, CT	587	Brooklyn, CT	244
Thompson, CT	358	Norwich, CT	239
Woodstock, CT	273	Hartford, CT	206
Pomfret, CT	218	Windham, CT	196

Quality of Life

Crime Rates (per 100,000 residents) (2017)

	Town	State
Property	652	1,777
Violent	110	228

Disengaged Youth (2013-2017)

	Town	State
Female	0.0%	4.2%
Male	13.5%	5.6%

	Town
Library circulation per capita	7.02

Distance to Major Cities

	Miles
Providence	23
Hartford	43
Boston	55
New York City	136
Montreal	271

Residential Utilities

Electric Provider
Eversource Energy
(800) 286-2000

Gas Provider
Eversource Energy
(800) 989-0900

Water Provider
Connecticut Water Company
(800) 286-5700

Cable Provider
Atlantic Broadband
(844) 574-8435

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Killingly, Connecticut

CERC Town Profile 2019 *Produced by Connecticut Data Collaborative*

Town Hall
172 Main Street
Killingly, CT 06239
(860) 779-5334

Belongs To
Windham County
LMA Danielson - Northeast
Northeastern Planning Area

Incorporated in 1708

Demographics

Population

	Town	County	State
2000	16,472	109,091	3,405,565
2010	17,370	118,428	3,574,097
2013-2017	17,160	116,674	3,594,478
2020	17,981	126,432	3,604,591
'17 - '20 Growth / Yr	1.5%	2.6%	0.1%

	Town	County	State
Land Area (sq. miles)	48	513	4,842
Pop./Sq. Mile (2013-2017)	355	227	742
Median Age (2013-2017)	41	41	41
Households (2013-2017)	7,066	44,529	1,361,755
Med. HH Inc. (2013-2017)	$54,868	$62,553	$73,781

	Town	State
Veterans (2013-2017)	1,238	180,111

Race/Ethnicity (2013-2017)

	Town	County	State
White Alone, Non-Hispanic	15,195	97,434	2,446,049
Black Alone	308	2,617	376,240
Asian	261	1,565	156,450
Native American	0	736	9,385
Other/Multi-Race	885	7,839	294,408
Hispanic or Latino	791	12,946	551,916

	Town	County	State
Poverty Rate (2013-2017)	11.2%	11.1%	10.1%

Educational Attainment (2013-2017)

	Town		State	
High School Graduate	4,040	33%	673,582	27%
Associates Degree	1,363	11%	188,481	8%
Bachelors or Higher	2,772	22%	953,199	38%

Age Distribution (2013-2017)

	0-4		5-14		15-24		25-44		45-64		65+		Total	
Town	1,094	6%	1,820	11%	1,852	11%	4,447	26%	5,383	31%	2,564	15%	17,160	100%
County	5,832	5%	13,454	12%	16,632	14%	28,476	24%	34,503	30%	17,777	15%	116,674	100%
State	186,188	5%	432,367	12%	495,626	14%	872,640	24%	1,031,900	29%	575,757	16%	3,594,478	100%

Economics

Business Profile (2018)

Sector	Units	Employment
Total - All Industries	530	9,025
23 - Construction	44	148
31-33 - Manufacturing	32	2,221
44-45 - Retail Trade	70	1,140
48-49 - Transportation and Warehousing	12	1,050
62 - Health Care and Social Assistance	55	1,247
Total Government	28	1,185

Top Five Grand List (2018)

	Amount
Lake Road Generating	$123,076,373
Conn Light & Power	$56,040,450
Dayville Property Development	$34,585,810
Frito Lay	$26,603,458
United Natural Foods	$18,981,210
Net Grand List (SFY 2016-2017)	$1,136,583,970

Major Employers (2014)

Frito Lay, Inc.
Rite Aid Distribution
Spirol International Corporation
Staples Distribution
United Natural Foods, Inc.

Education

2018-2019 School Year

	Grades	Enrollment
Killingly School District	PK-12	2501

Pre-K Enrollment (PSIS)

	2018-2019
Killingly School District	149

4-Year Cohort Graduation Rate (2017-2018)

	All	Female	Male
Connecticut	88.3%	91.8%	85.1%
Killingly School District	85.5%	91.5%	78.7%

Smarter Balanced Test Percent Above Goal (2017-2018)

	Grade 3		Grade 4		Grade 8	
	Town	State	Town	State	Town	State
Math	58.2%	53.8%	46.7%	51.3%	23.6%	43.0%
ELA	53.8%	53.1%	43.8%	54.9%	57.0%	56.1%

Rate of Chronic Absenteeism (2017-2018)

	All
Connecticut	10.7%
Killingly School District	13.6%

Public vs Private Enrollment (2013-2017)

	Town	County	State
Public	89.7%	92.0%	86.8%
Private	10.3%	8.0%	13.2%

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QuickFacts
Killingly town, Windham County, Connecticut

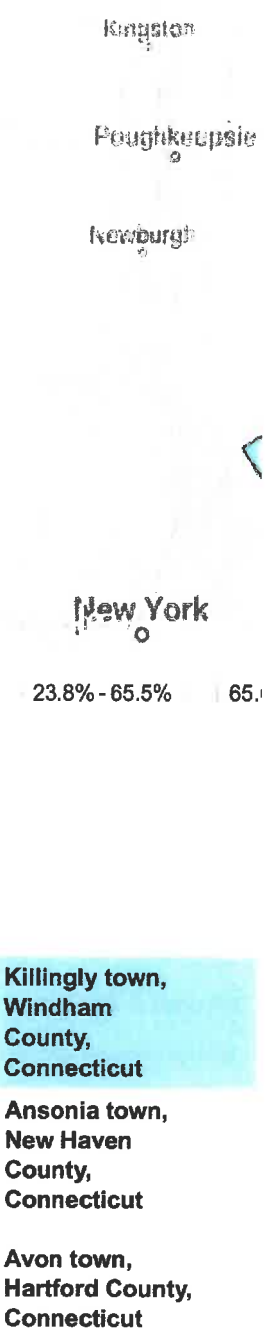
QuickFacts provides statistics for all states and counties, and for cities and towns with a ***population of 5,000 or more***.

Dashboard - Killingly town, Windham County, Connecticut

All Topics

	Killingly town, Windham County, Connecticut
Owner-occupied housing unit rate, 2013-2017	**66.8%**
PEOPLE	
Population	
Population estimates, July 1, 2018, (V2018)	17,287
Population estimates base, April 1, 2010, (V2018)	17,372
Population, percent change - April 1, 2010 (estimates base) to July 1, 2018, (V2018)	-0.5%
Population, Census, April 1, 2010	17,370
Age and Sex	
Persons under 5 years, percent	6.4%
Persons under 18 years, percent	21.7%
Persons 65 years and over, percent	14.9%
Female persons, percent	51.8%
Race and Hispanic Origin	
White alone, percent	91.5%
Black or African American alone, percent (a)	1.8%
American Indian and Alaska Native alone, percent (a)	0.0%
Asian alone, percent (a)	1.5%
Native Hawaiian and Other Pacific Islander alone, percent (a)	0.0%
Two or More Races, percent	4.8%
Hispanic or Latino, percent (b)	4.6%
White alone, not Hispanic or Latino, percent	88.5%
Population Characteristics	
Veterans, 2013-2017	1,238
Foreign born persons, percent, 2013-2017	5.4%

Owner-occupied housing unit rate, 2013-2017



BUSINESSES

Businesses

Total employer establishments, 2016	X
Total employment, 2016	X
Total annual payroll, 2016 ($1,000)	X
Total employment, percent change, 2015-2016	X
Total nonemployer establishments, 2017	X
All firms, 2012	737
Men-owned firms, 2012	371
Women-owned firms, 2012	235
Minority-owned firms, 2012	31
Nonminority-owned firms, 2012	599
Veteran-owned firms, 2012	F
Nonveteran-owned firms, 2012	587

GEOGRAPHY

Geography

Population per square mile, 2010	359.6
Land area in square miles, 2010	48.31
FIPS Code	0901540500

Colchester town, New London County, Connecticut

Columbia town, Tolland County, Connecticut

Coventry town, Tolland County, Connecticut

Cromwell town, Middlesex County, Connecticut

Danbury town, Fairfield County, Connecticut

Darien town, Fairfield County, Connecticut

Derby town, New Haven County, Connecticut

Durham town, Middlesex County, Connecticut

East Granby town, Hartford County, Connecticut

East Haddam town, Middlesex County, Connecticut

East Hampton town, Middlesex County, Connecticut

East Hartford town, Hartford County, Connecticut

East Haven town, New Haven County, Connecticut

East Lyme town, New London County, Connecticut

East Windsor town, Hartford County, Connecticut

APPENDIX "B"

COMMUNITY PARTICIPATON

2020 Killingly Plan of Conservation and Development Survey

Killingly Plan of Conservation and Development Survey

To the Residents of Killingly:

The Planning and Zoning Commission is undertaking review and revision of the Town Plan of Conservation and Development (POCD) as is required by state statute every ten years. This survey provides the Commission with information on what town residents feel about the nature of the town and the direction it should take. The results of the survey will be used by the Planning and Zoning Commission in the review and revision of the POCD. The POCD is important because it forms the basis for the Commission's future planning and implementation of new zoning regulations as well as planning for the future of the town. Your cooperation is greatly appreciated.

It is not necessary to sign your name and your answers will remain anonymous.

1. What makes Killingly attractive to you? Choose up to three most important to you.

- ☐ Public facilities
- ☐ Quality of housing
- ☐ The school system
- ☐ Commercial facilities
- ☐ Historical features
- ☐ Nearness to employment
- ☐ Rural nature of community
- ☐ Recreation facilities

2. Do you feel adequate housing (number of residential units) is available in Killingly?

- ◯ Yes
- ◯ No
- ◯ No opinion

3. Is the housing affordable to your family?

- ◯ Yes
- ◯ No
- ◯ No opinion

4. Should residential expansion continue at an:

- ◯ Increased rate?
- ◯ Moderate rate?
- ◯ Slower rate?
- ◯ Not at all?

5. What type of residential development should be encouraged? Choose up to three (3) most important to you.

- ☐ Single family homes on lots smaller than 2 acres
- ☐ Single family homes on lots of 2 acres or larger
- ☐ Detached single family homes in clusters
- ☐ Apartments for 3 or more families
- ☐ Housing for the elderly
- ☐ Two family homes
- ☐ Condominiums
- ☐ Active age-restricted (55+) adult housing
- ☐ None

6. What features of the town do you feel need improvement? Choose up to three most important to you.

- ☐ Cultural activies
- ☐ Fire and EMT services
- ☐ Schools
- ☐ Open Space
- ☐ Recreation
- ☐ Municipal services
- ☐ Shopping
- ☐ Medical services
- ☐ Police protection and law enforcement
- ☐ Roads and bridges
- ☐ Zoning regulations and enforcement
- ☐ None

7. For each of the services below, please indicate whether you think the level of service is appropriate, should be increased, or should be decreased. (Please check only one for each service.)

	Appropriate	Increase	Decrease	No Opinion
Road maintenance	○	○	○	○
Snow plowing	○	○	○	○
Police protection	○	○	○	○
Fire protection / rescue	○	○	○	○
Town hall services / hours	○	○	○	○
Building code enforcement	○	○	○	○
Junk code enforcement	○	○	○	○
Dog control	○	○	○	○
Internet connectivity	○	○	○	○
Cell service	○	○	○	○
Street lights	○	○	○	○
Public Transportation	○	○	○	○
Pedestrian / bike lanes	○	○	○	○
Hiking trails / bike paths	○	○	○	○
Community events	○	○	○	○
Service / activities for youth (e.g. recreational, job placement, etc.)	○	○	○	○
Services / activities for senior citizens	○	○	○	○
Recycling	○	○	○	○
Notification about proposed development in your neighborhood	○	○	○	○
Availability of buildings (school, firehouse, etc.) for public use	○	○	○	○
Public recreational opportunities	○	○	○	○

8. What types of non-residential development would you consider desirable? Choose up to three (3) most important to you.

- [ ] Agriculture
- [ ] Regional shopping center
- [ ] Neighborhood stores
- [ ] Research laboratories
- [ ] Pharmacy
- [ ] Recreational complex
- [ ] Cultural facilities
- [ ] Executive offices
- [ ] Medical services
- [ ] Restaurants
- [ ] Industry
- [ ] Warehouses
- [ ] Grocery store

9. Should more land be available for commercial purposes?

- ◯ Yes
- ◯ No
- ◯ No opinion

10. Should more land be available for industrial purposes?

- ◯ Yes
- ◯ No
- ◯ No opinion

11. Which of the following recreational facilities do you feel are needed? Chose up to three (3) most important to you.

- ☐ Children's playground
- ☐ Athletic fields
- ☐ Swimming areas
- ☐ Picnic areas
- ☐ Fishing and hunting
- ☐ Horseback riding
- ☐ Golf course
- ☐ Ice skating
- ☐ Tennis courts
- ☐ Boating
- ☐ Bicycle paths
- ☐ Jogging trails
- ☐ Hiking trails
- ☐ Natural parks

12. Would you support the development of additional Town recreational facilities (see examples above)?

- ◯ Yes
- ◯ No
- ◯ No opinion

13. Are you familiar with the current recreational facilities?

- ◯ Yes
- ◯ No
- ◯ No opinion

14. Would you support establishment of localized historical districts?

- ◯ Yes
- ◯ No
- ◯ No opinion

15. Would you favor town purchase of additional open space?

- ◯ Yes
- ◯ No
- ◯ No opinion

16. Killingly presently has limited public water service. Should the town:

- ◯ Maintain existing public water service as it currently exists.
- ◯ Expand the current public water services.

17. Killingly has limited town sewer service. Should the town:

- ◯ Maintain existing sewer service as it currently exists.
- ◯ Expand the current sewer services.

18. What areas should be emphasized in the future planning for Killingly? Choose up to four most important to you.

- ☐ Protection of natural resources
- ☐ Commercial development
- ☐ Light industrial development
- ☐ Historical preservation
- ☐ Recreational facilities
- ☐ Municipal facilities
- ☐ Senior center
- ☐ Rural-residential development
- ☐ Affordable housing
- ☐ Retirement community facilities
- ☐ Open space preservation
- ☐ Apartment buildings
- ☐ Downtown Danielson redevelopment

19. Of the following "Green Initiatives", which would you be in favor of? Please check all that apply.

- ☐ Solar power
- ☐ Wind turbines
- ☐ Electric vehicle charging stations
- ☐ Hydro-electric power

20. How many years have you lived in Killingly?

- ◯ 0 to 4
- ◯ 5 to 10
- ◯ 11 to 25
- ◯ More than 25

21. How many persons in your family including yourself?

- ◯ 1 or 2
- ◯ 3 to 5
- ◯ 6 to 10
- ◯ More than 10

22. Current employment status (check all that apply):

- ☐ Full-time
- ☐ Part-time
- ☐ Self-employed
- ☐ Unemployed and looking for work
- ☐ Unable to work
- ☐ Full-time homemaker
- ☐ Retired
- ☐ College/university student
- ☐ Grade/middle/high school student

23. Where do you work / attend school?

- ◯ Within Killingly
- ◯ Elsewhere in Windham County
- ◯ Outside of Windham County
- ◯ Out of state
- ◯ Not applicable

24. What mode of transportation do you most often use to get to work/school?

- ◯ Walk
- ◯ Personal vehicle
- ◯ Carpool/rideshare
- ◯ NECTD bus
- ◯ School bus
- ◯ Bicycle
- ◯ N/A (work at home/not employed/retired)

25. Your age bracket:

- ◯ Under 18
- ◯ 18-25
- ◯ 25-44
- ◯ 45-64
- ◯ 65 or older

26. What is the highest degree or level of school you have completed? If currently enrolled, highest degree received.

- ◯ No schooling completed
- ◯ Nursery school to 8th grade
- ◯ Some high school, no diploma
- ◯ High school graduate, diploma or the equivalent (for example: GED)
- ◯ Some college credit, no degree
- ◯ Trade/technical/vocational training
- ◯ Associate degree
- ◯ Bachelor's degree
- ◯ Master's degree
- ◯ Professional degree
- ◯ Doctorate degree

27. Do you rent or own your home/land?

- ◯ Own home, live in Killingly
- ◯ Rent home, live in Killingly
- ◯ Own Property in Killingly, live elsewhere
- ◯ Rent Property in Killingly, live elsewhere

28. Do you consider your housing to be:

- ◯ Above average
- ◯ Average
- ◯ Below average
- ◯ Poor

29. If you own land, how many acres?

- ◯ <1
- ◯ 1-4
- ◯ 5-49
- ◯ 50-99
- ◯ 100 or more

30. What type of structure is your home?

- ◯ Single-family
- ◯ Two-family
- ◯ Multi-family (3-4 units)
- ◯ Multi-family (5 + units)

31. How do you use your home or property?

- ◯ Residence
- ◯ Business (non-agricultural)
- ◯ Business (agricultural)

32. Household income (optional):

- ◯ Under $25,000
- ◯ $25,000-$50,000
- ◯ $50,000-$75,000
- ◯ $75,000-$100,000
- ◯ Over $100,000

33. Marital Status: What is your marital status?

- ◯ Single, never married
- ◯ Married or domestic partnership
- ◯ Widowed
- ◯ Divorced
- ◯ Separated

34. Ethnicity origin (or Race): Please specify your ethnicity. (optional)

- ◯ White
- ◯ Hispanic or Latino
- ◯ Black or African American
- ◯ Native American or American Indian
- ◯ Asian / Pacific Islander
- ◯ Other

35. Optional Additional Information

Name

Company

Address

Address 2

City/Town

State/Province -- select state --

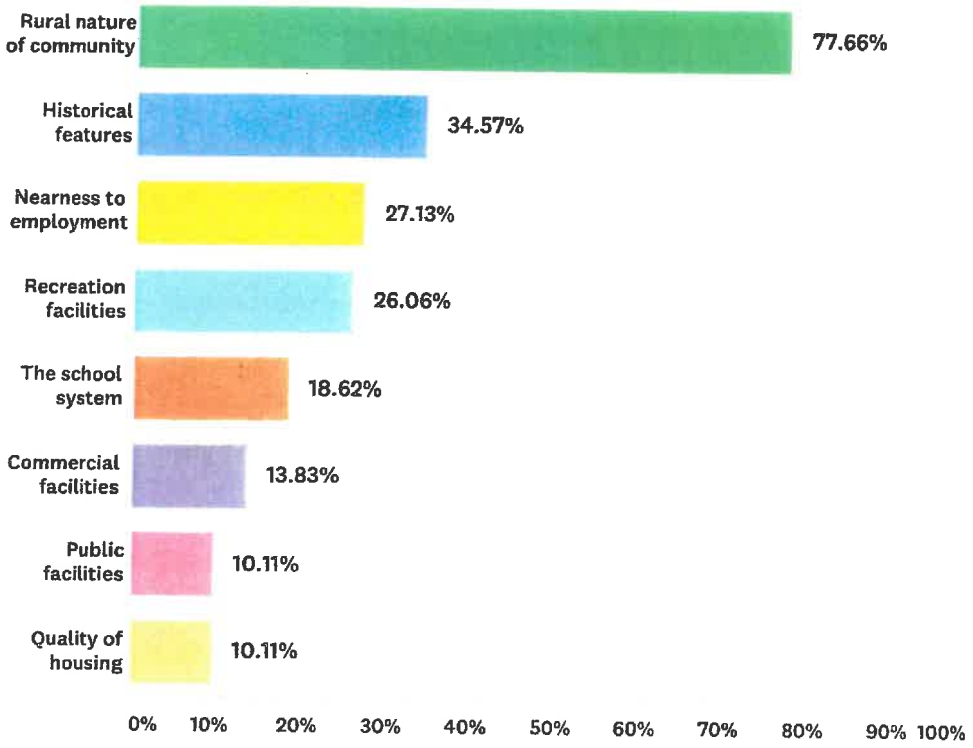
ZIP/Postal Code

Email Address

Phone Number

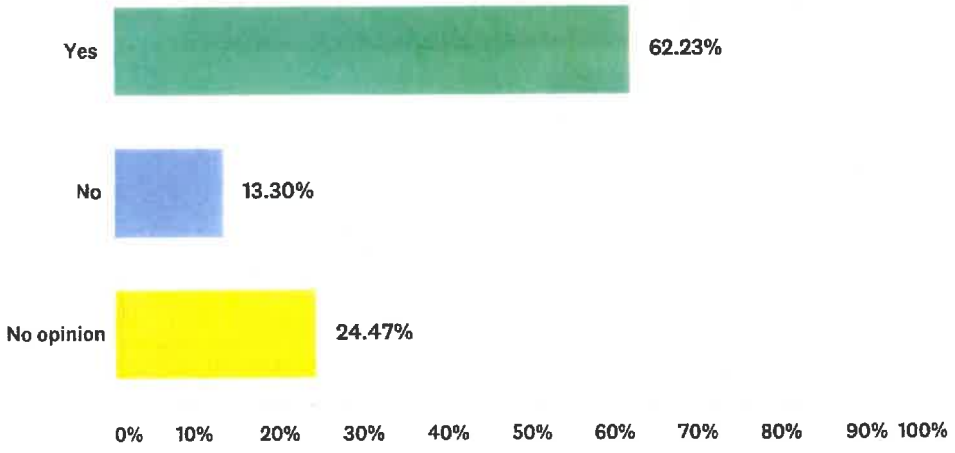
Q1 What makes Killingly attractive to you? Choose up to three most important to you.

Answered: 188 Skipped: 0



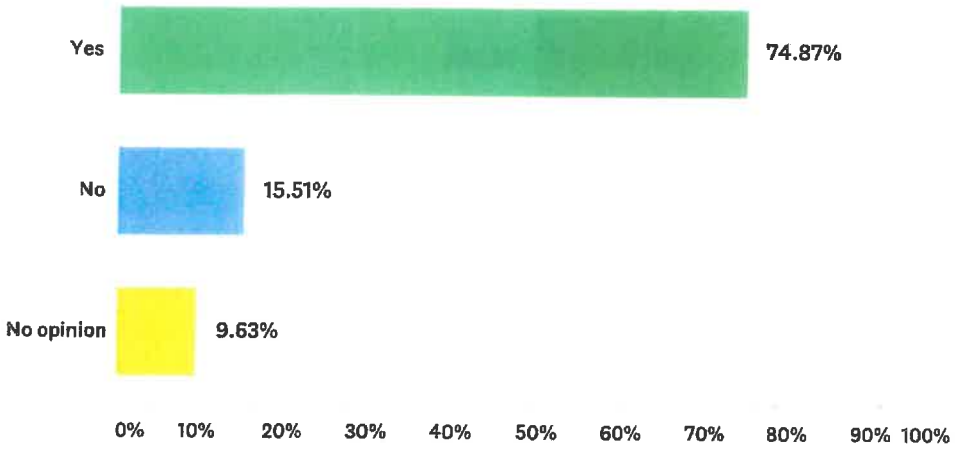
Q2 Do you feel adequate housing (number of residential units) is available in Killingly?

Answered: 188 Skipped: 0



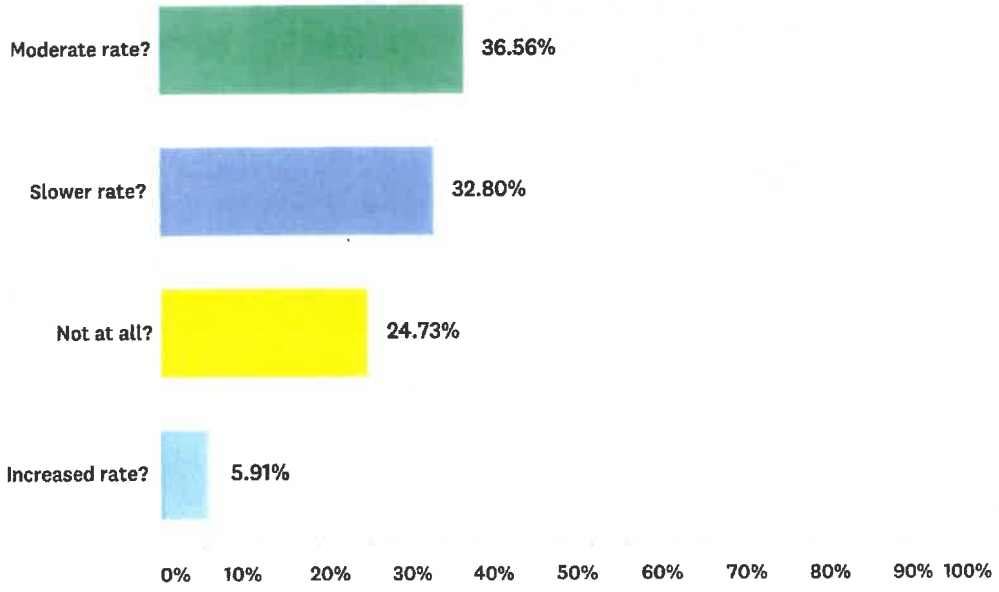
Q3 Is the housing affordable to your family?

Answered: 187 Skipped: 1



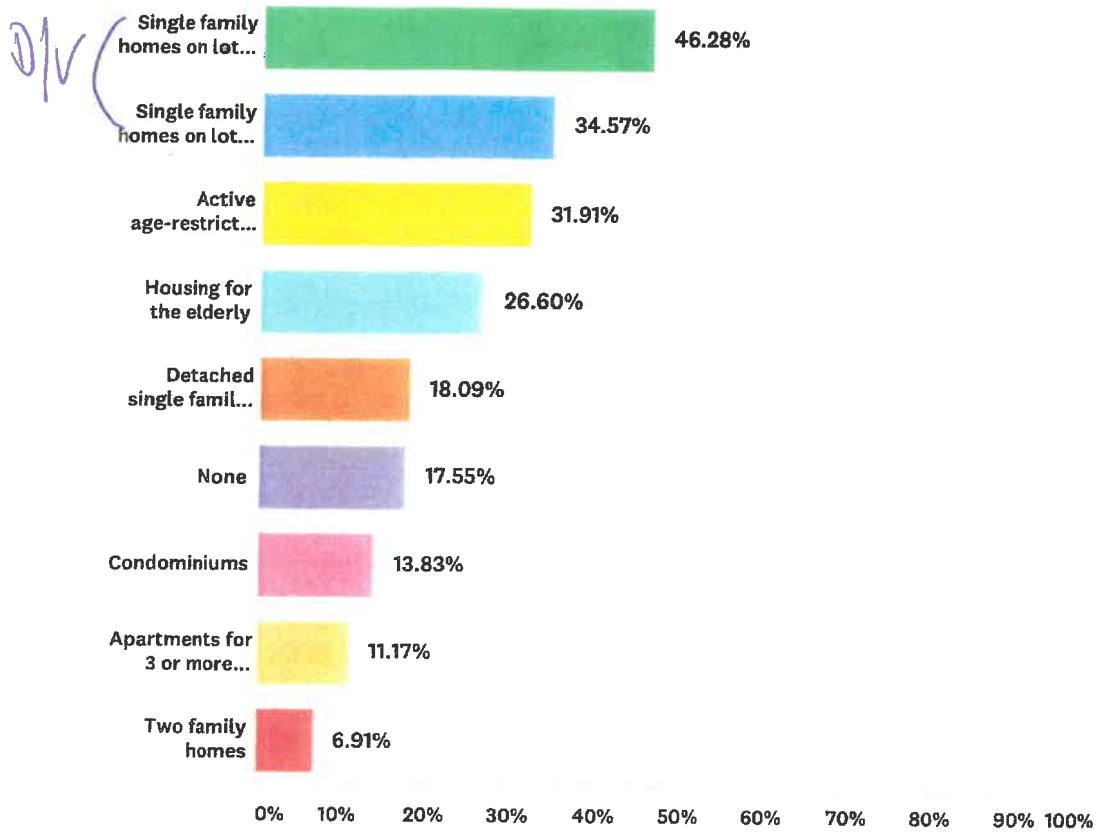
Q4 Should residential expansion continue at an:

Answered: 186 Skipped: 2



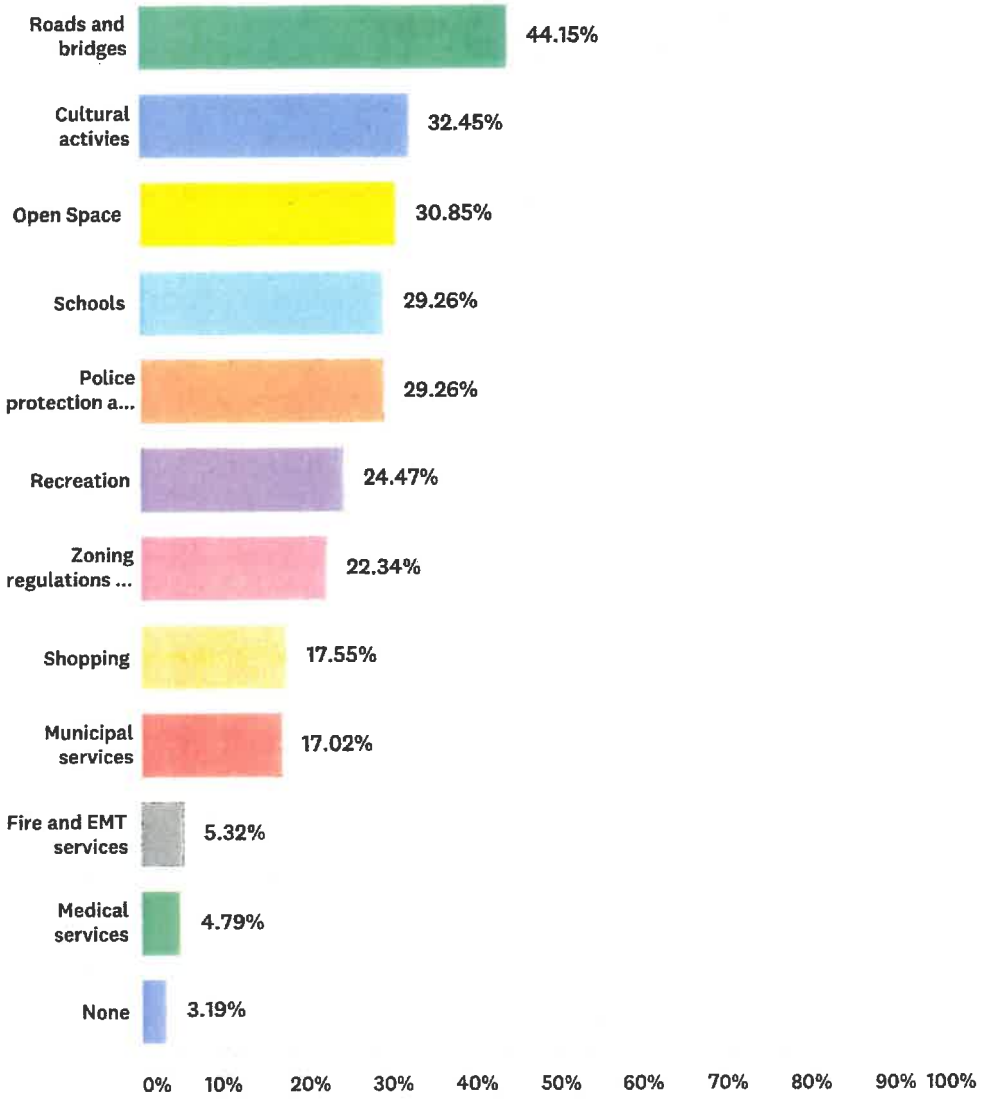
Q5 What type of residential development should be encouraged? Choose up to three (3) most important to you.

Answered: 188 Skipped: 0



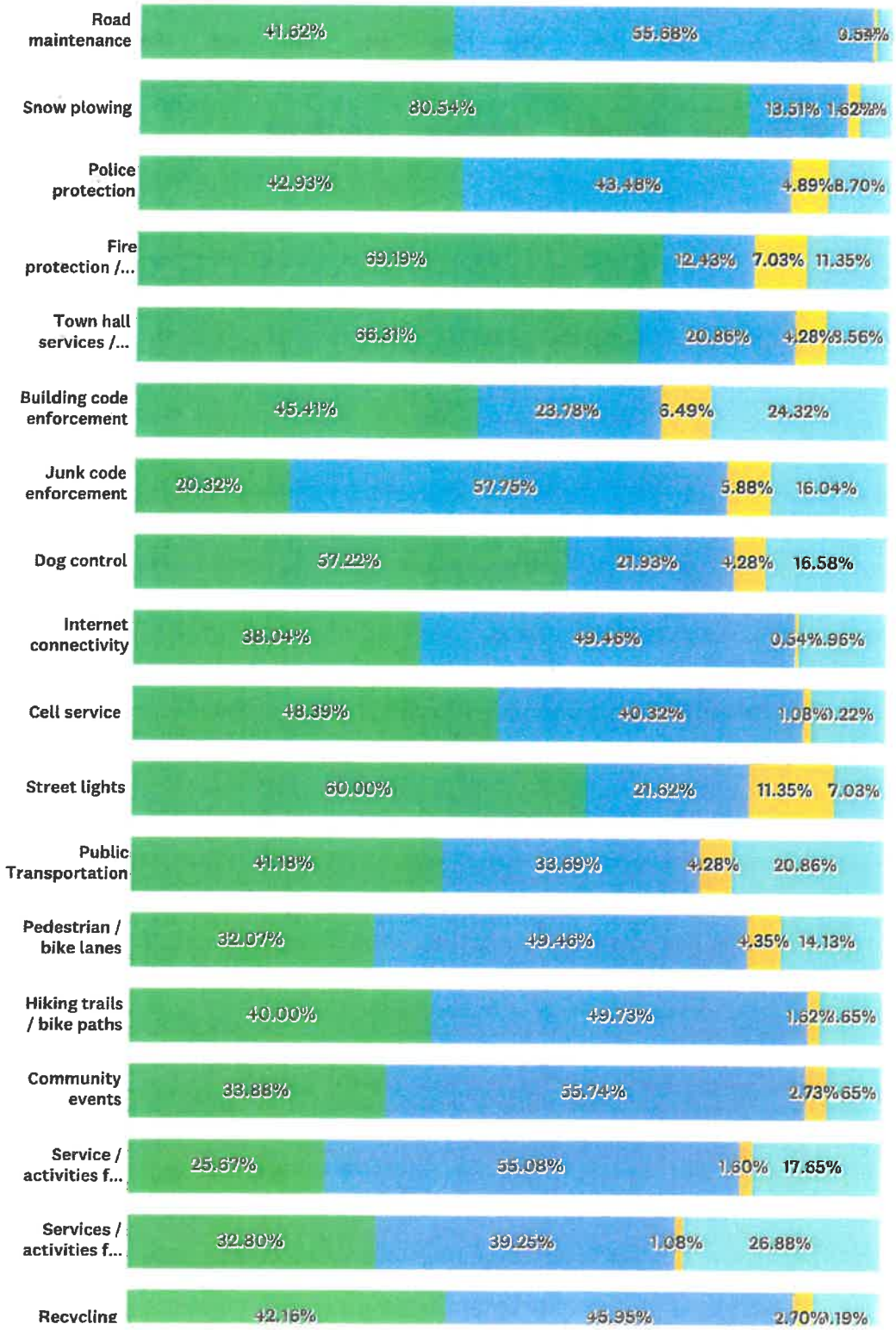
Q6 What features of the town do you feel need improvement? Choose up to three most important to you.

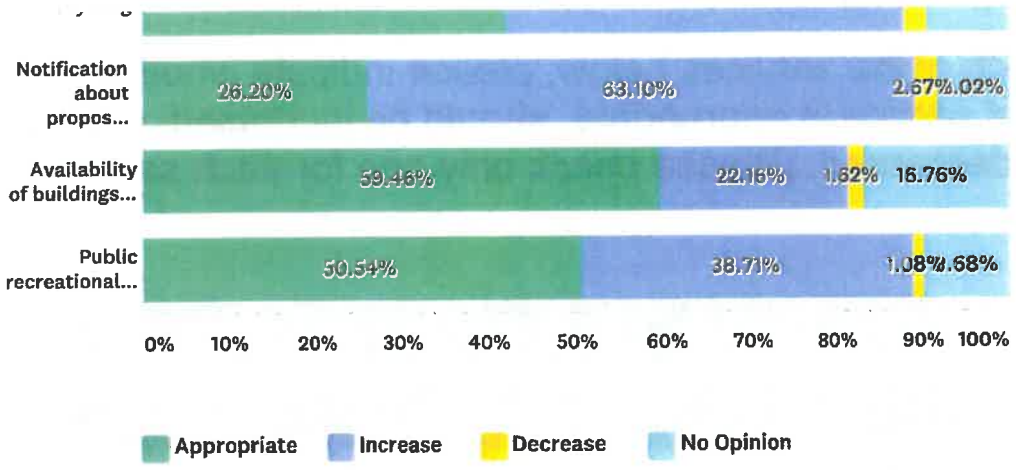
Answered: 188 Skipped: 0



Q7 For each of the services below, please indicate whether you think the level of service is appropriate, should be increased, or should be decreased. (Please check only one for each service.)

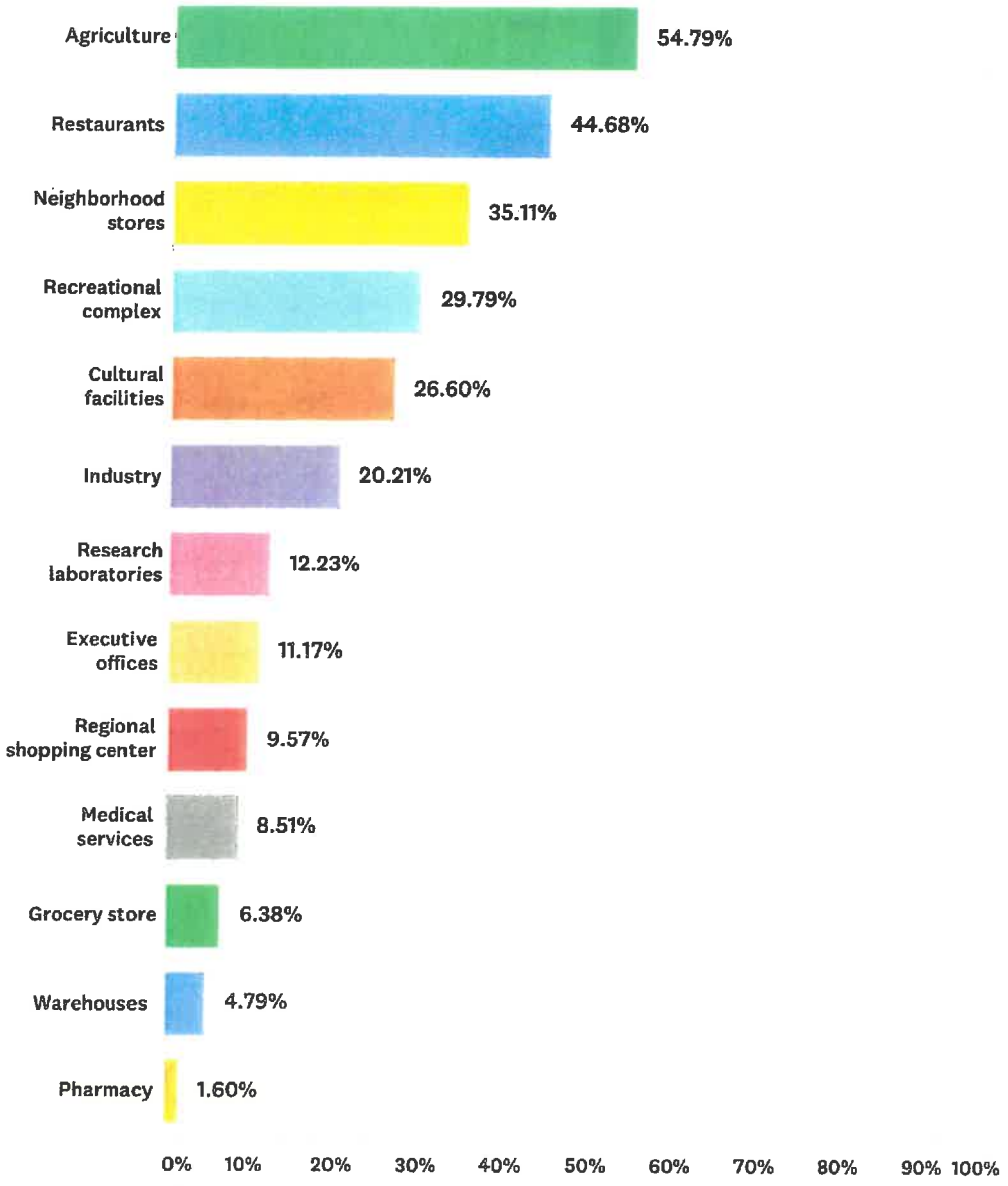
Answered: 187 Skipped: 1




Notification about propos...
26.20%
63.10%
2.67%
.02%
Availability of buildings...
59.46%
22.16%
1.62%
16.76%
Public recreational...
50.54%
38.71%
1.08%
.68%
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Appropriate
Increase
Decrease
No Opinion

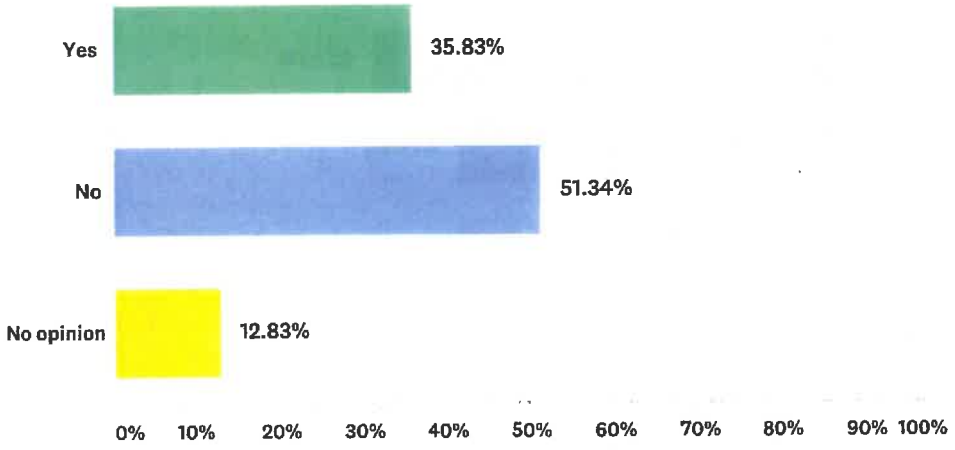
Q8 What types of non-residential development would you consider desirable? Choose up to three (3) most important to you.

Answered: 188 Skipped: 0



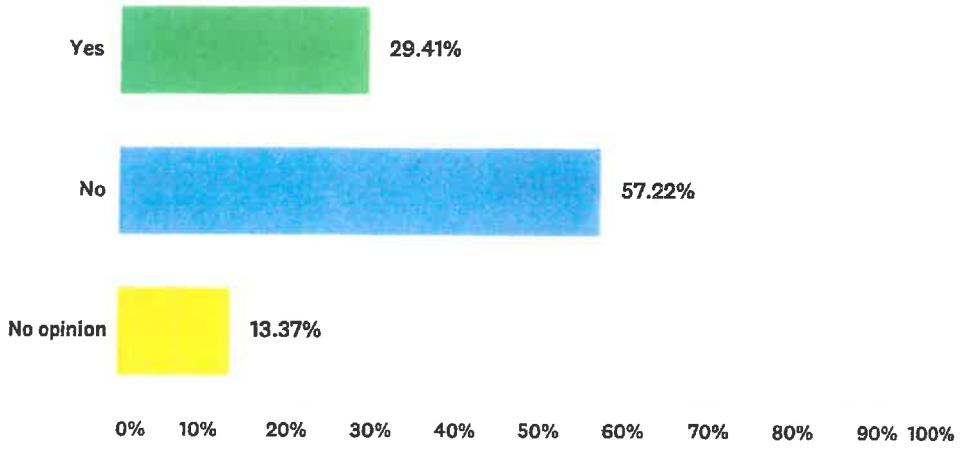
Q9 Should more land be available for commercial purposes?

Answered: 187 Skipped: 1



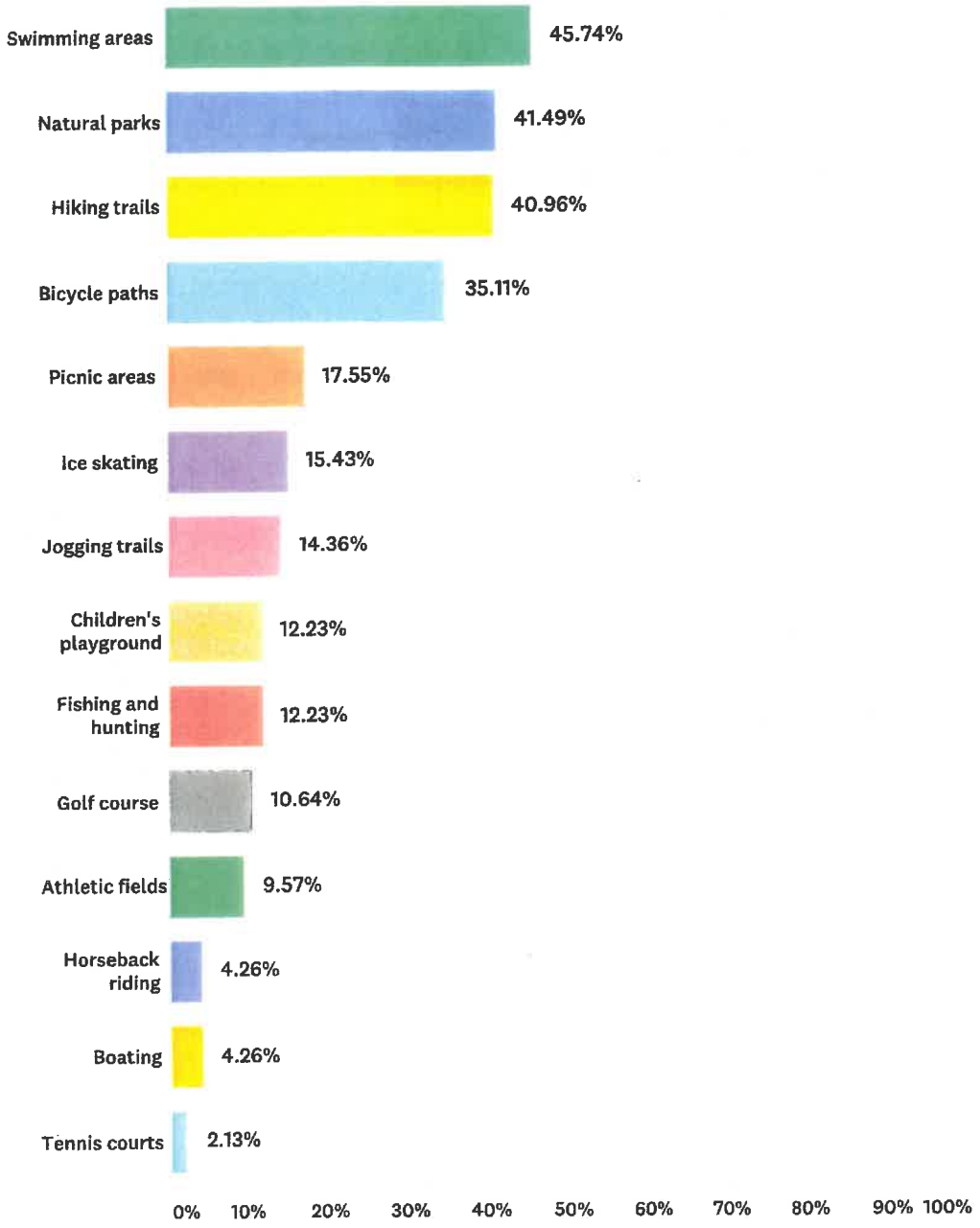
Q10 Should more land be available for industrial purposes?

Answered: 187 Skipped: 1



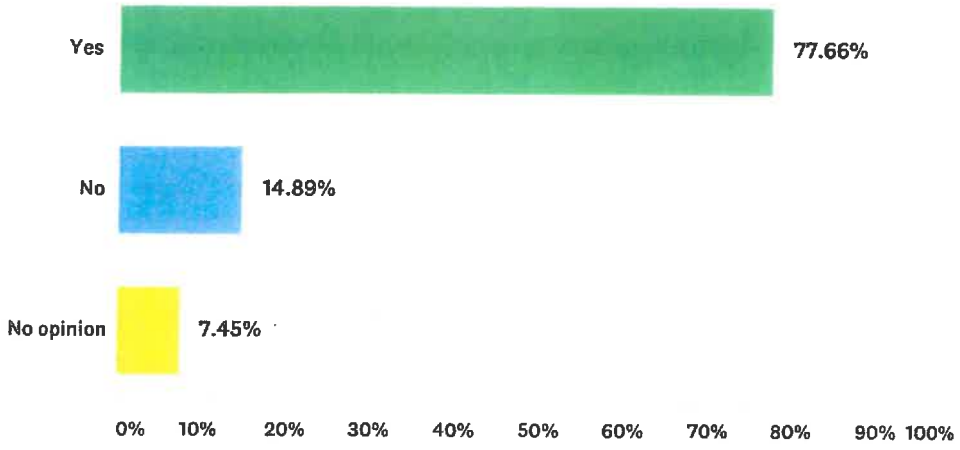
Q11 Which of the following recreational facilities do you feel are needed? Chose up to three (3) most important to you.

Answered: 188 Skipped: 0



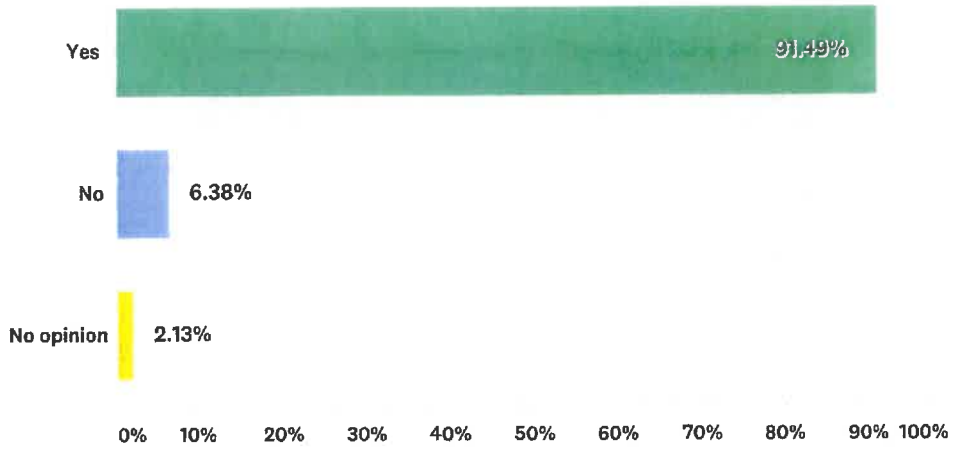
Q12 Would you support the development of additional Town recreational facilities (see examples above)?

Answered: 188 Skipped: 0



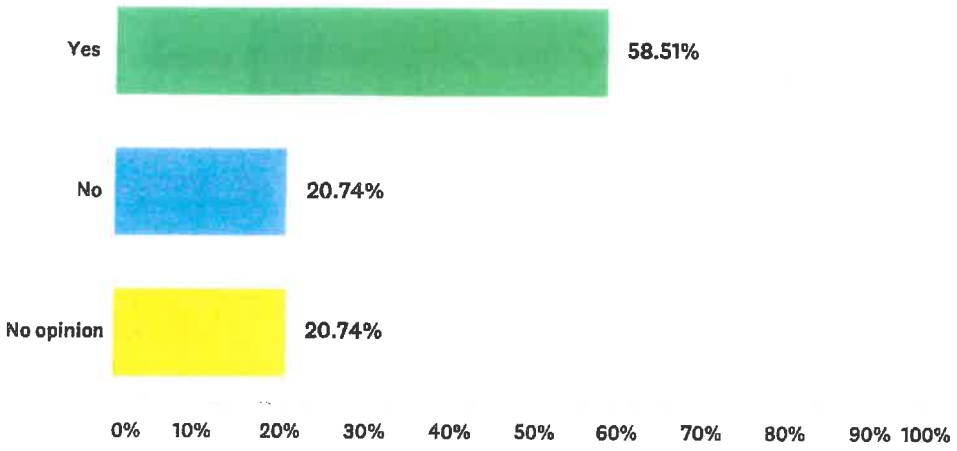
Q13 Are you familiar with the current recreational facilities?

Answered: 188 Skipped: 0



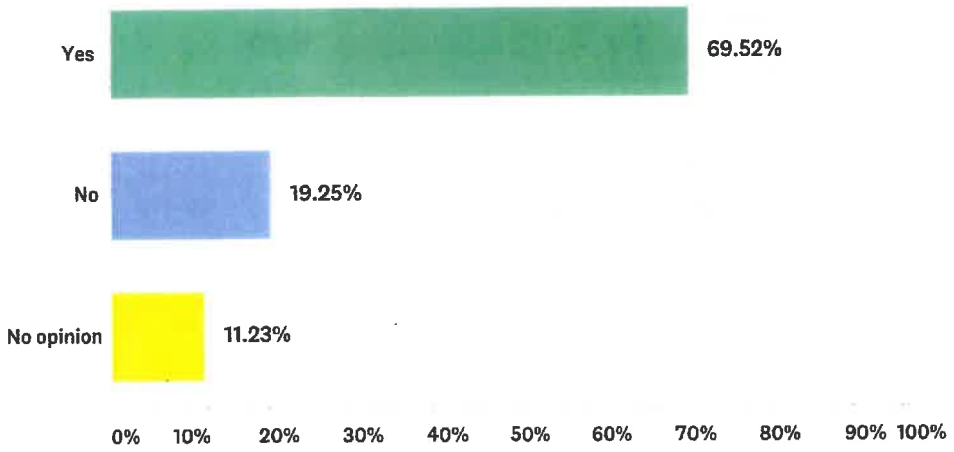
Q14 Would you support establishment of localized historical districts?

Answered: 188 Skipped: 0



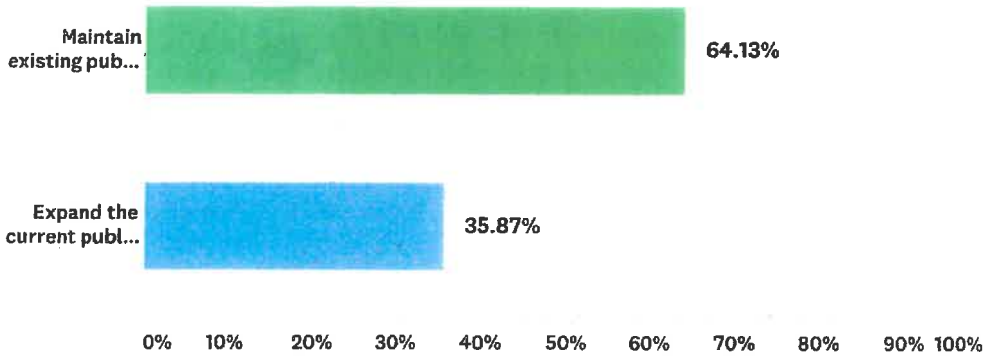
Q15 Would you favor town purchase of additional open space?

Answered: 187 Skipped: 1



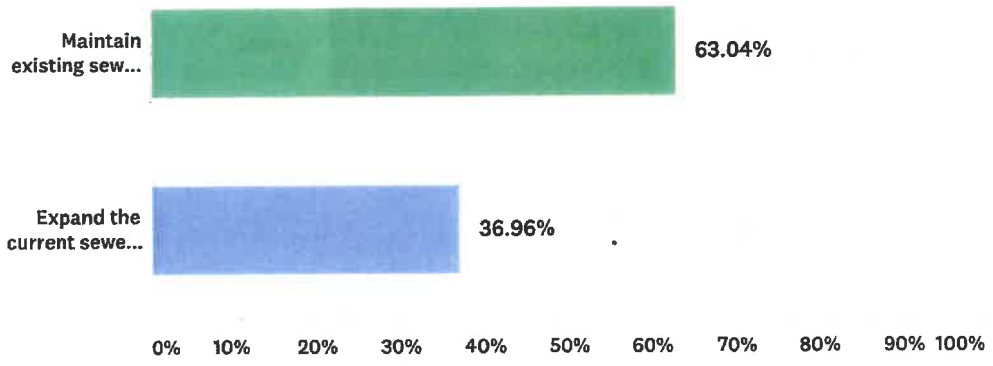
Q16 Killingly presently has limited public water service. Should the town:

Answered: 184 Skipped: 4



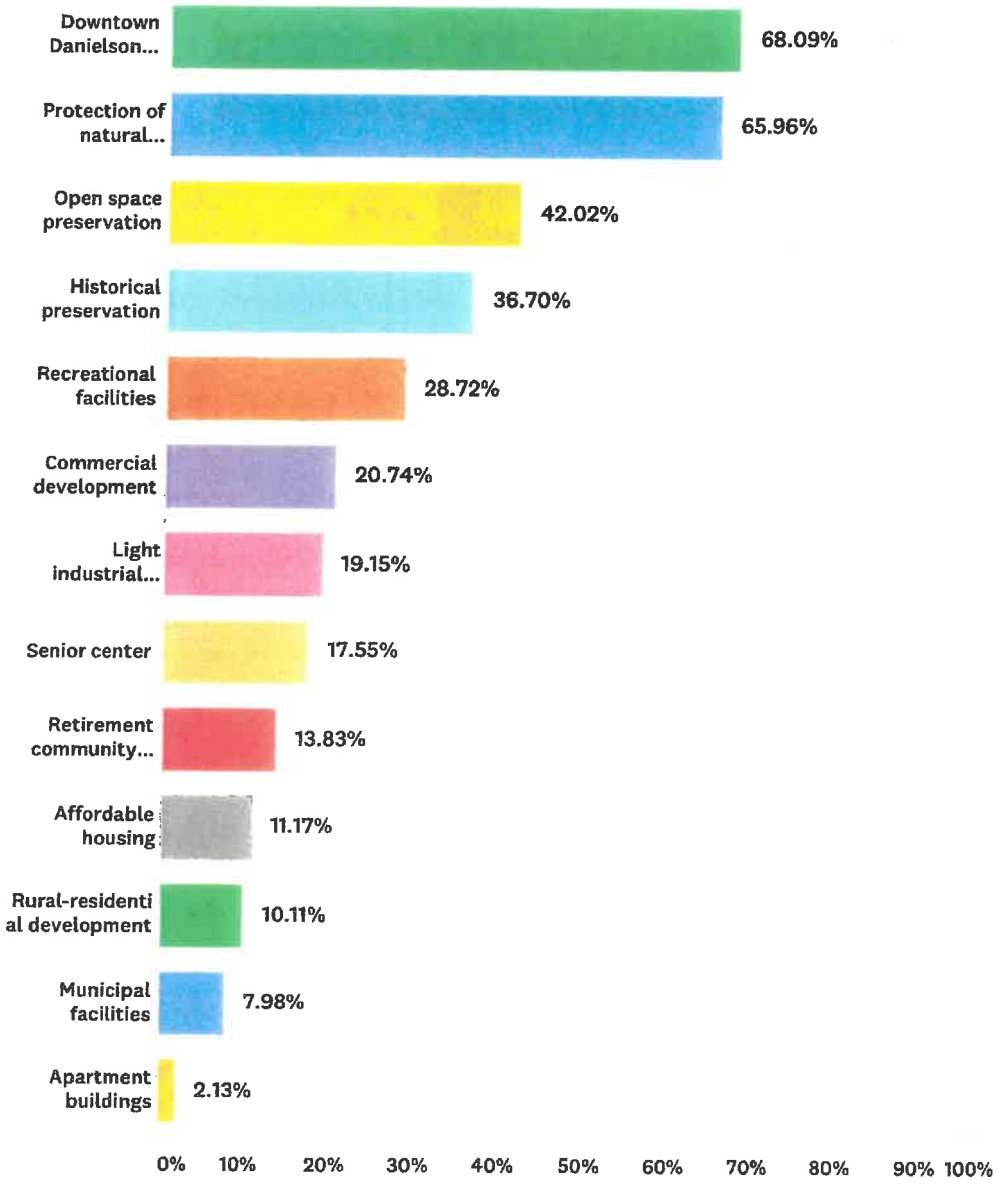
Q17 Killingly has limited town sewer service. Should the town:

Answered: 184 Skipped: 4



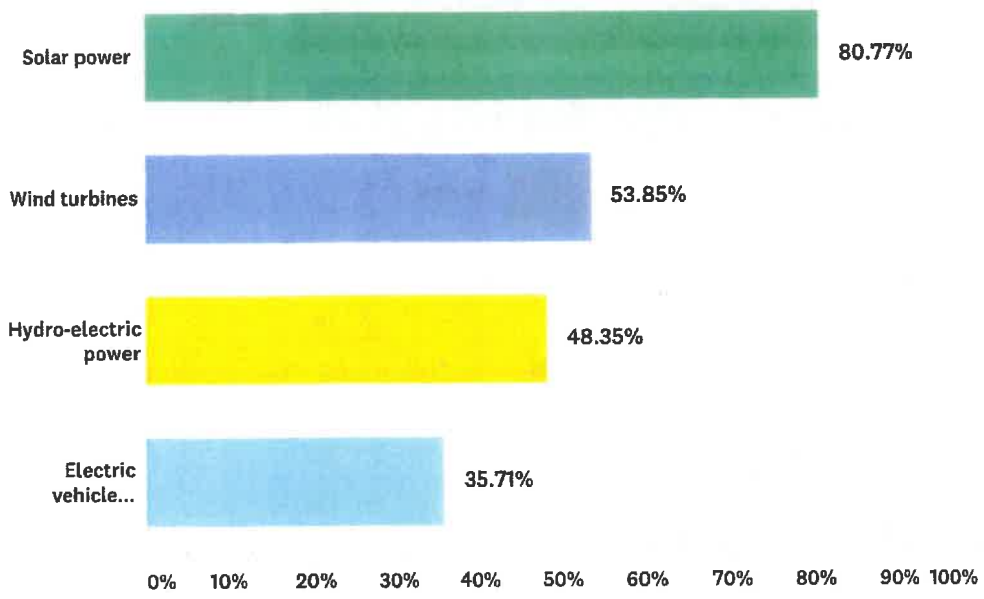
Q18 What areas should be emphasized in the future planning for Killingly? Choose up to four most important to you.

Answered: 188 Skipped: 0



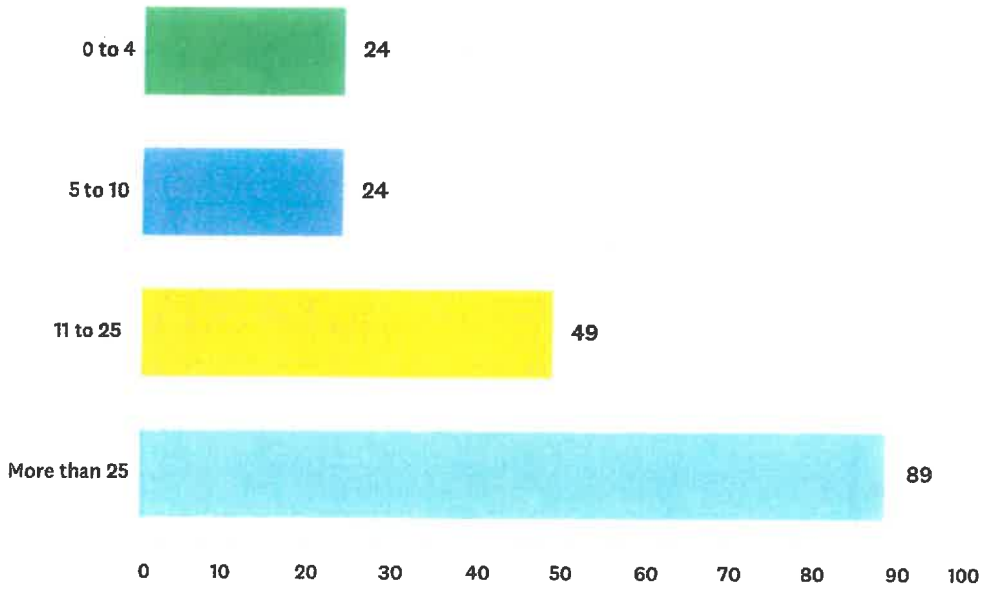
Q19 Of the following "Green Initiatives", which would you be in favor of? Please check all that apply.

Answered: 182 Skipped: 6



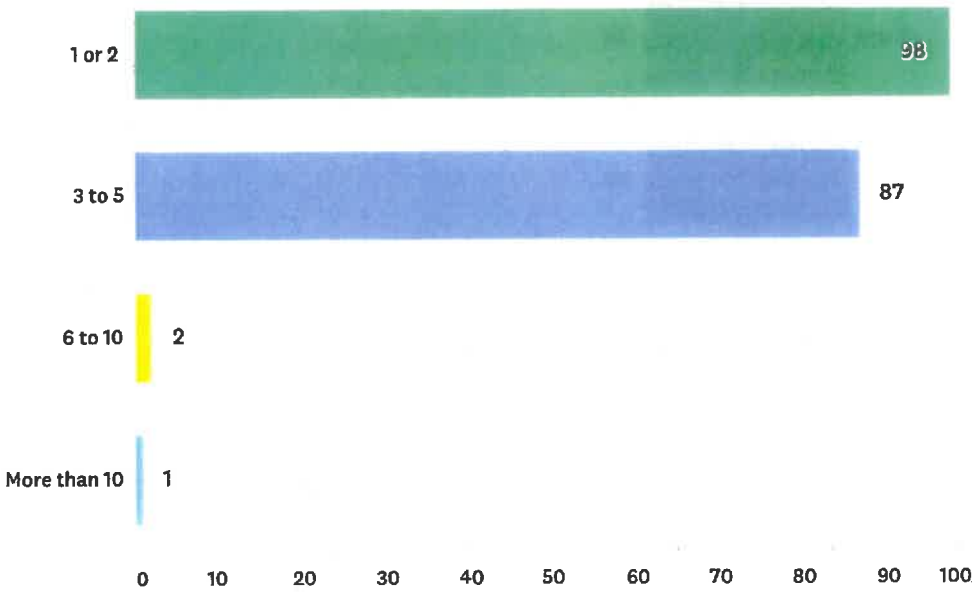
Q20 How many years have you lived in Killingly?

Answered: 186 Skipped: 2



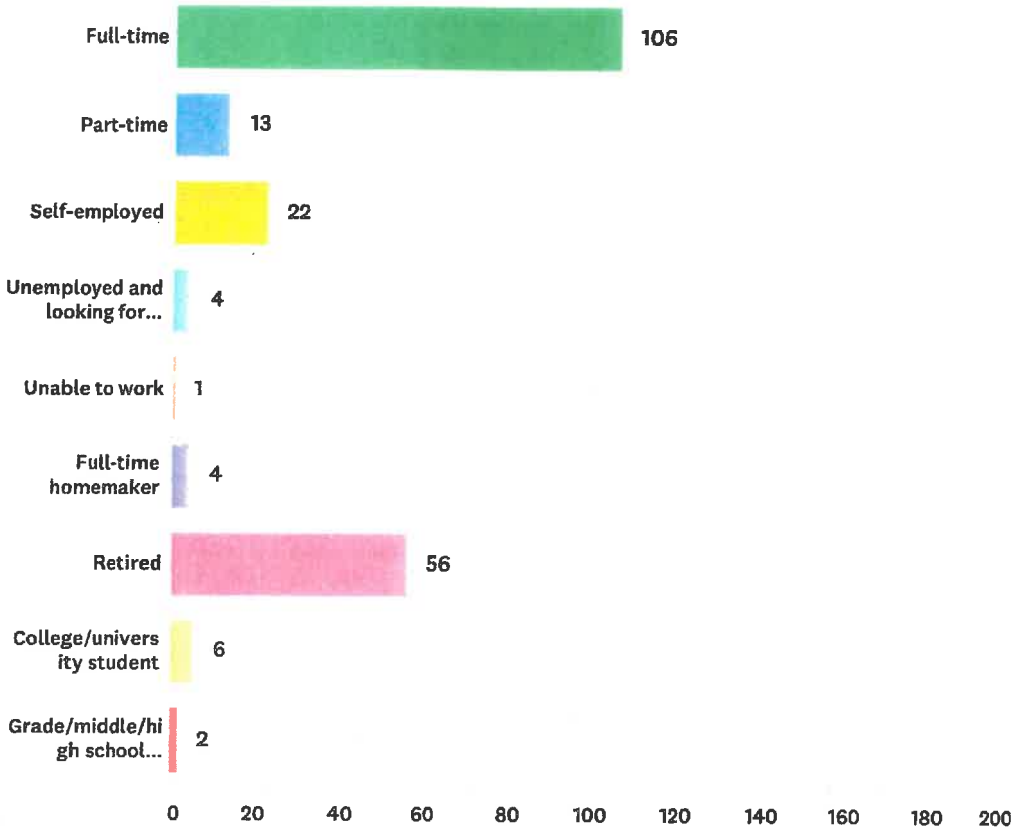
Q21 How many persons in your family including yourself?

Answered: 188 Skipped: 0



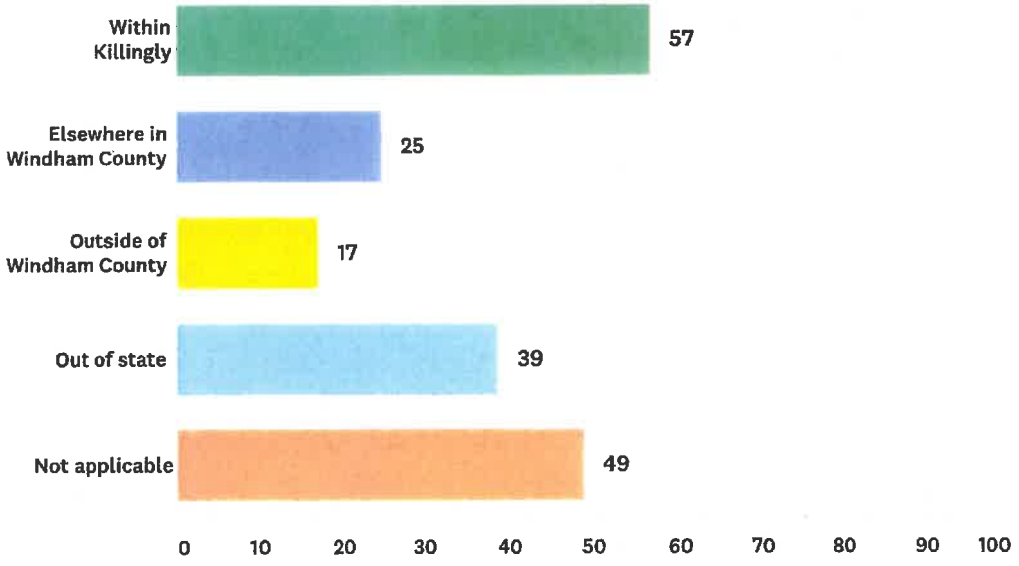
Q22 Current employment status (check all that apply):

Answered: 188 Skipped: 0



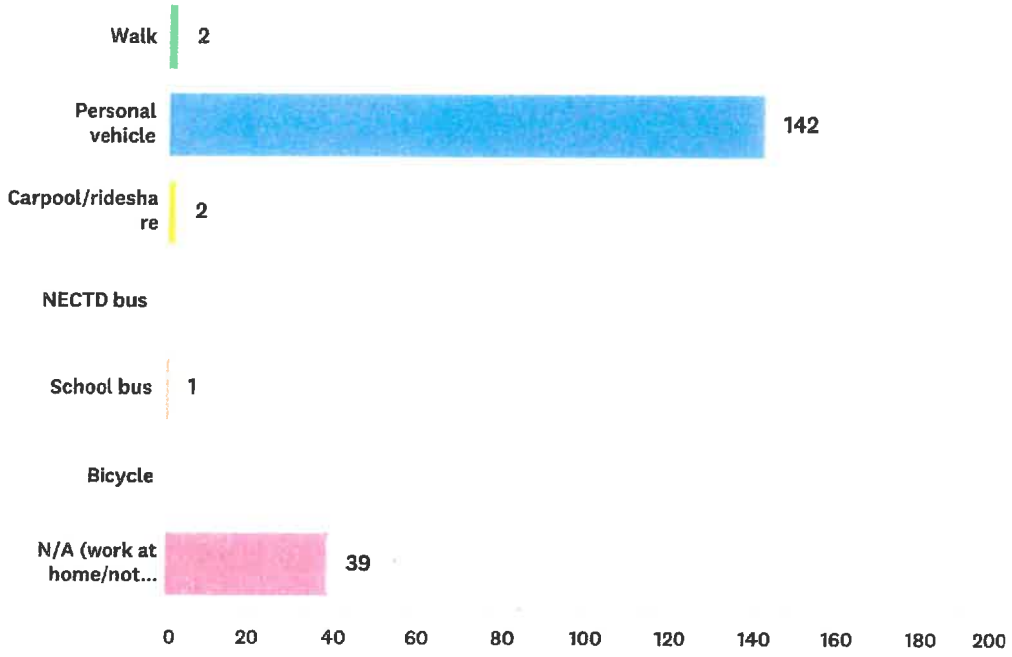
Q23 Where do you work / attend school?

Answered: 187 Skipped: 1



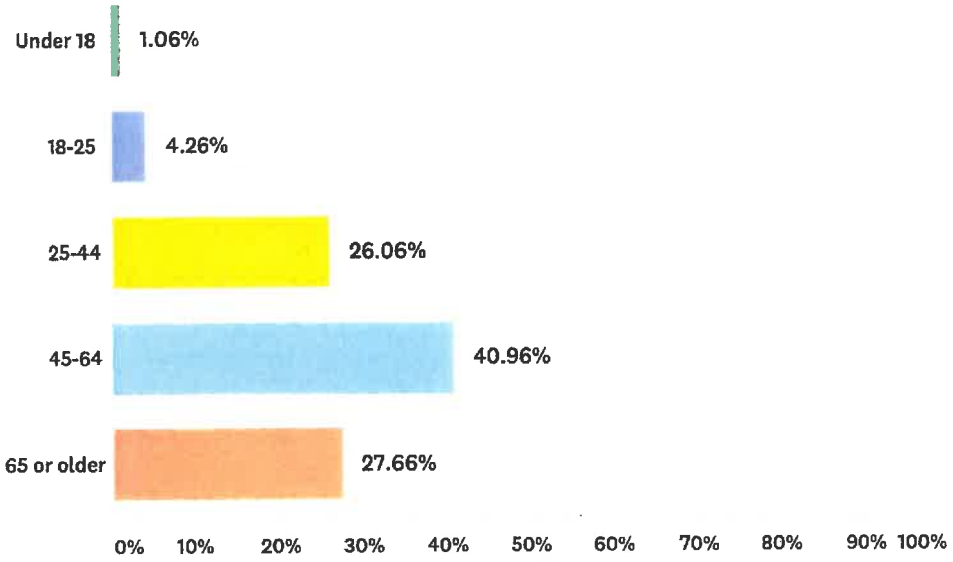
Q24 What mode of transportation do you most often use to get to work/school?

Answered: 186 Skipped: 2



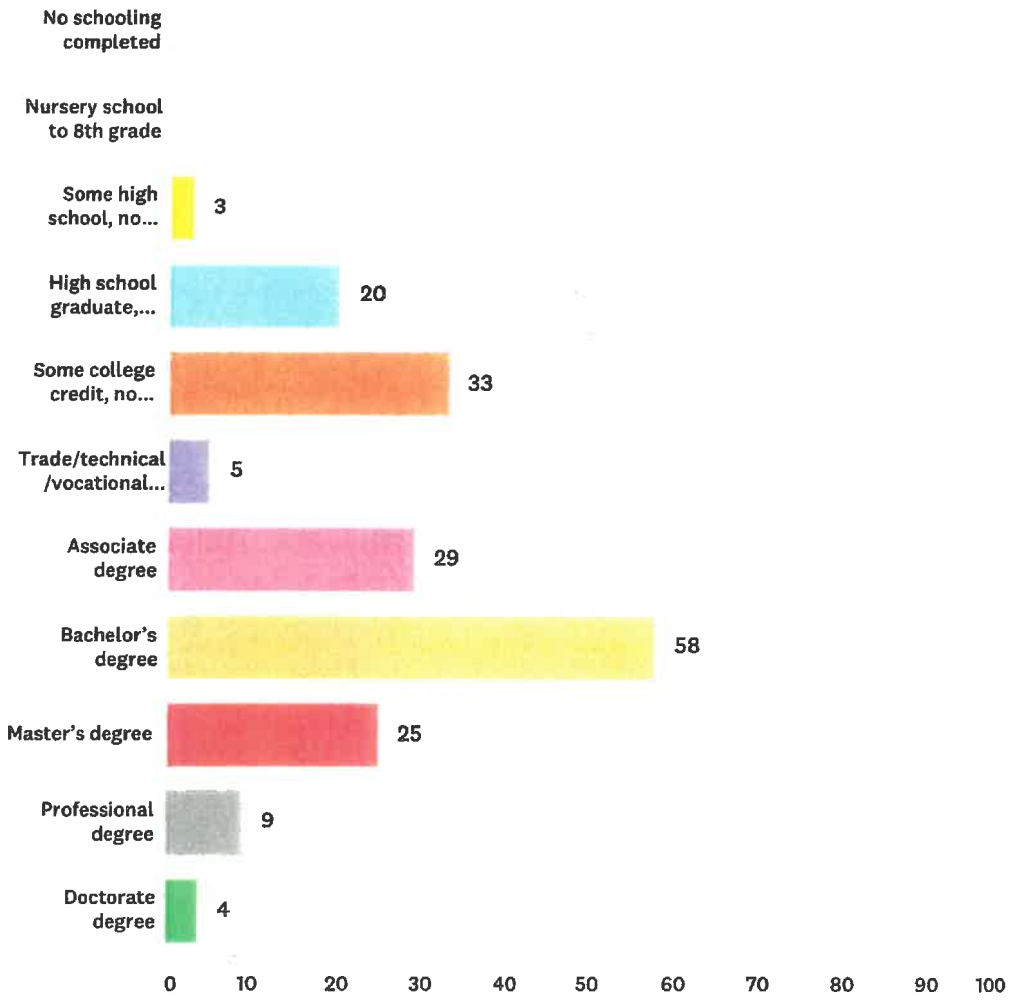
Q25 Your age bracket:

Answered: 188 Skipped: 0



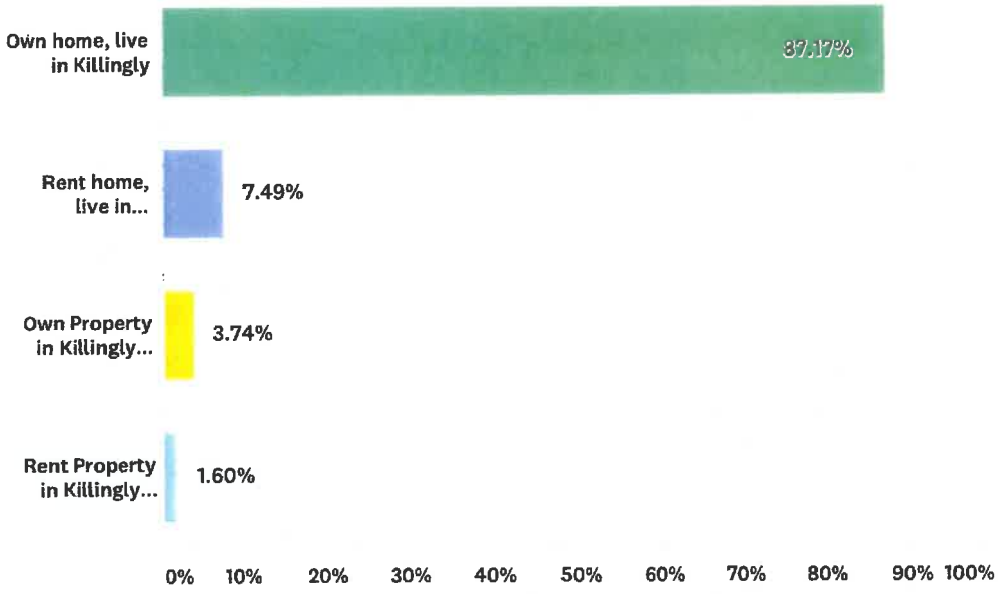
Q26 What is the highest degree or level of school you have completed? If currently enrolled, highest degree received.

Answered: 186 Skipped: 2



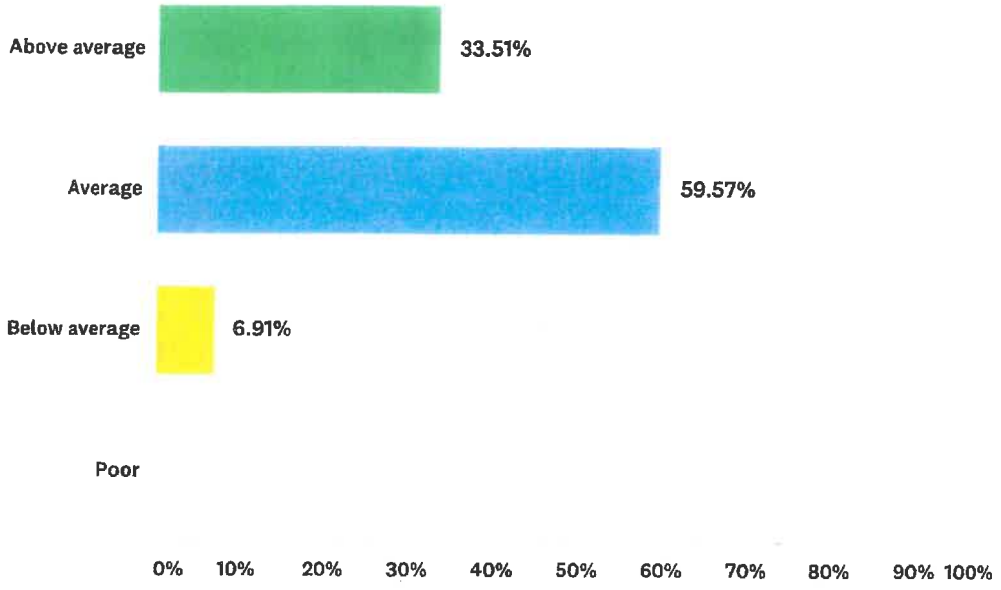
Q27 Do you rent or own your home/land?

Answered: 187 Skipped: 1



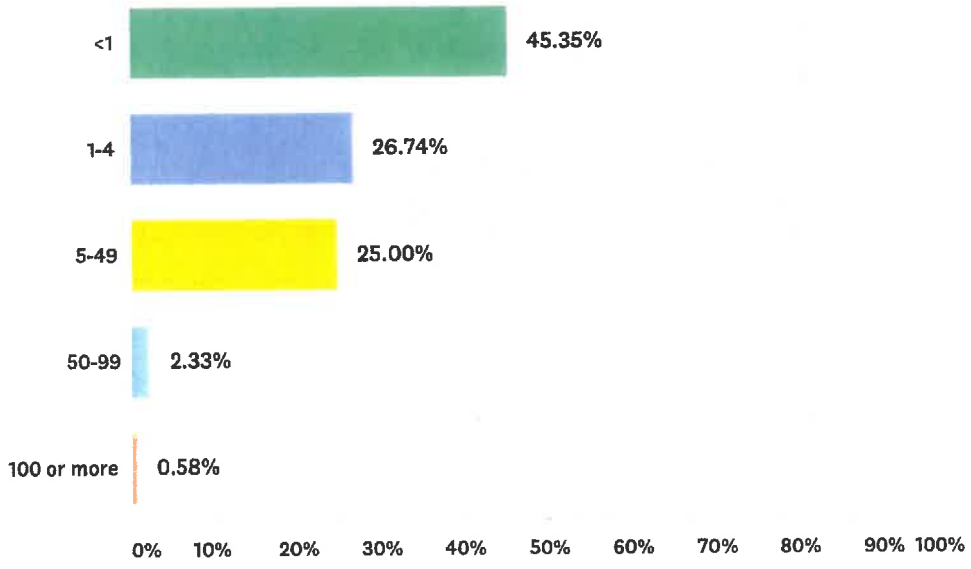
Q28 Do you consider your housing to be:

Answered: 188 Skipped: 0



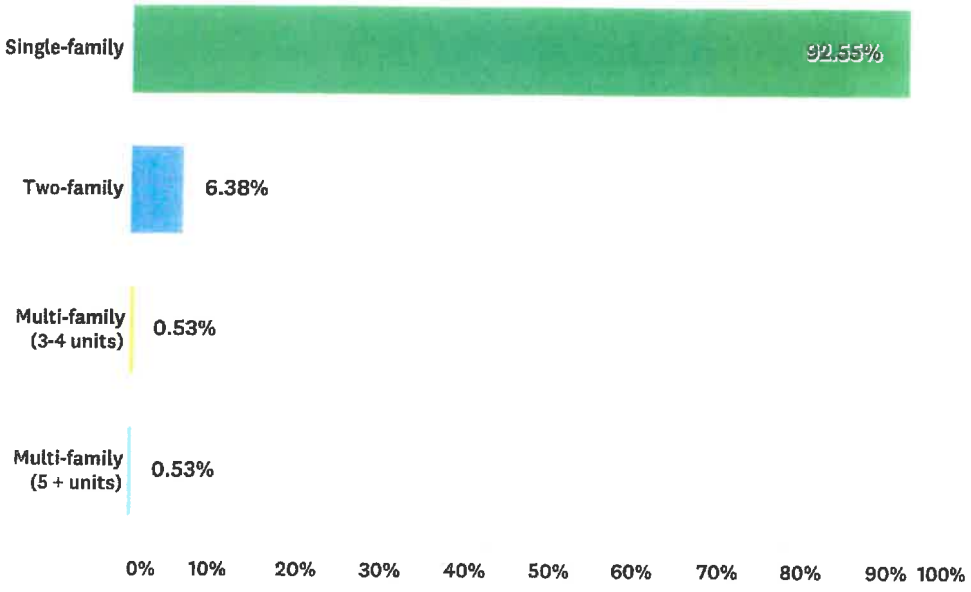
Q29 If you own land, how many acres?

Answered: 172 Skipped: 16



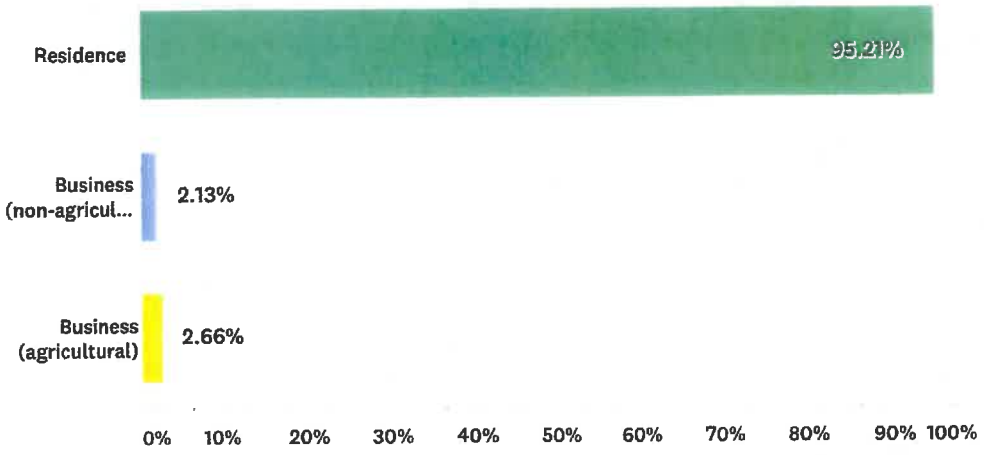
Q30 What type of structure is your home?

Answered: 188 Skipped: 0



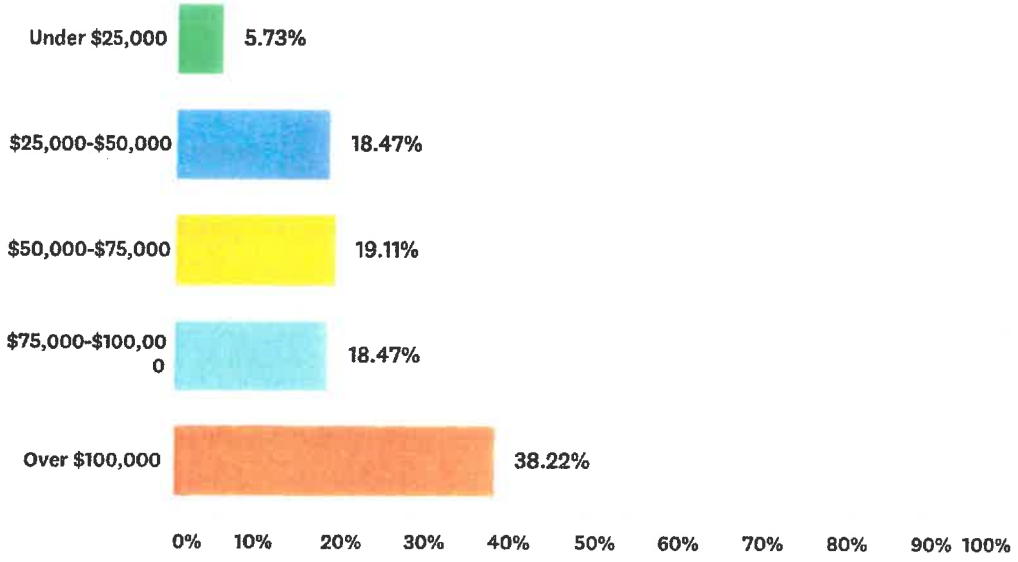
Q31 How do you use your home or property?

Answered: 188 Skipped: 0



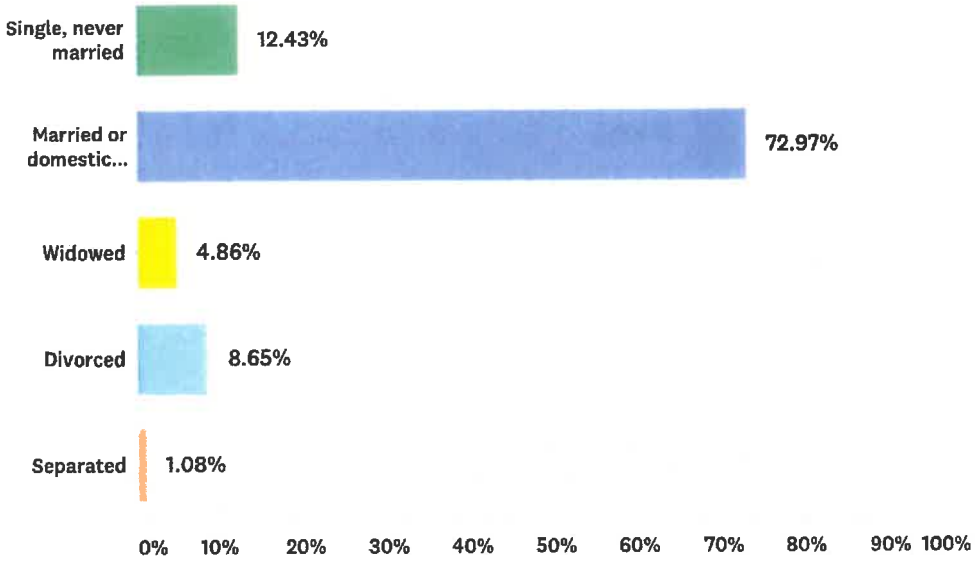
Q32 Household income (optional):

Answered: 157 Skipped: 31



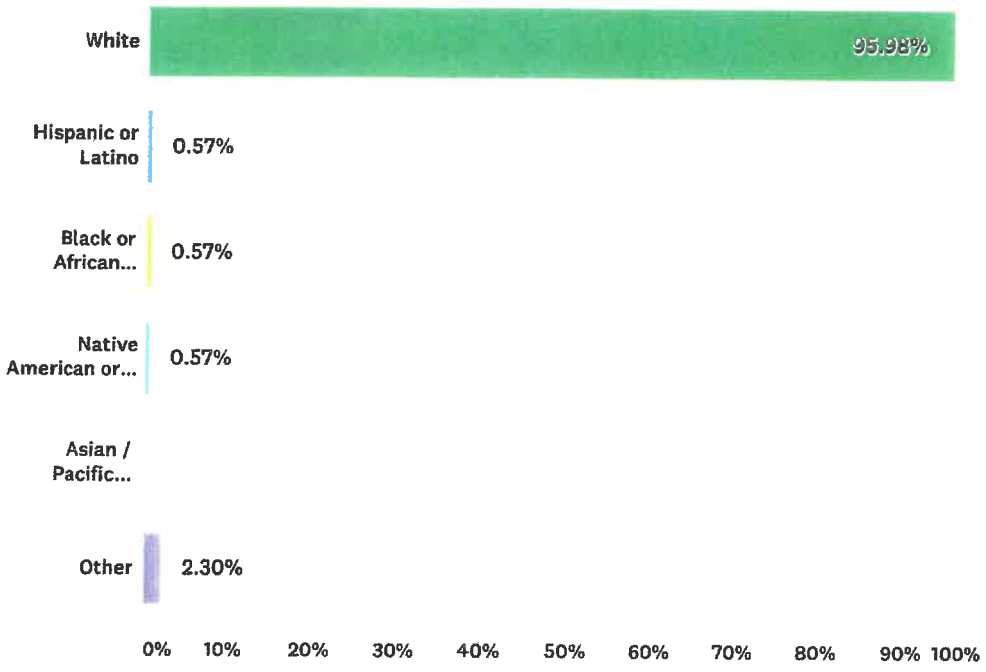
Q33 Marital Status: What is your marital status?

Answered: 185 Skipped: 3



Q34 Ethnicity origin (or Race): Please specify your ethnicity. (optional)

Answered: 174 Skipped: 14



Q35 Optional Additional Information

Answered: 55 Skipped: 133

ANSWER CHOICES	RESPONSES	
Name	83.64%	46
Company	10.91%	6
Address	78.18%	43
Address 2	5.45%	3
City/Town	87.27%	48
State/Province	96.36%	53
ZIP/Postal Code	89.09%	49
Country	0.00%	0
Email Address	63.64%	35
Phone Number	60.00%	33

Plan of Conservation and Development

Charrette – Saturday January 12, 2019

S.W.O.T. ANALYSIS – For the Whole Town of Killingly

Strengths:

- Location – Intersection of 3 Major Highways – 395 / 6 / 101
- Transportation
- Municipal Sewer System / Plant Capacity
- Town Parks & Forest
- Education Options – High School
- Commercial Development
- Beautification of Main Street
- Local College / Job Training
- Recreational Facilities
- Open Space and Trails
- Agriculture
- Snow Removal Services
- Balance – (business/residential /open spaces?)
- Community stores and amenities
- Good People
- Housing Choices
- Town Staff – professional and experienced

Weaknesses:

- Danielson Downtown – empty storefronts
- Are there incentives to do business downtown
- Lack of Police presence
- Clean energy – not enough –we need to take advantage of opportunity
- Quality of High School – academic scores as measure
- Ellis Tech – classes for adults??
- Better Communication to Parents from BOE and Town
- Lack skills to attract industries (high paying)
- Expansion for future – where??
- Behind on shovel ready parcels
- Lack of available land
- Need better internet infrastructure
- Shared workspace – is it available?
- Need more support for home based entrepreneurs
- Need tech companies

- "Big Ugly Mill" (Prym?) – cleaned up or demolished
- No "re-use or free swap shop" at the transfer station
- Lack of unified marketing
- Do we have enough water?
- No DARE program anymore

Opportunities:

- Promote Technical Schools /skills
- Conference to renew Main Street
    - What are other towns doing:
- Oppose Merger of Community Colleges
    - Use our community college more
- Access to Revers, Lakes, Ponds
- School system
    - Offer adult skills/training
    - Alternative for students (carpentry / welding / etc.)
- Recreation improve local offerings – options for people to do something other than drugs – boredom
    - Example – disc golf
- Promote a recycling facility
- More public transportation – a reliable route
- Safeguard our agricultural and rural character
- Police Presence at night downtown
- People attending have great ideas – volunteer for boards and commissions
- Develop swimming area
- Uses of open land / agriculture ideas
- Increase density in downtown
- Ask the younger demographic in town what they want
- Surveillance via video / tech (keep downtown safe???)

Threats:

- Town / Village reputation – drugs in the community
- Dams – liability(?) and natural barriers
- Focus on negative behaviors (resources for drug prevention) vs. focus on recreation
- BLIGHT
    - Landlords and Tenants
- Power Plant
- Entrance to town on Route 6 and Route 101 are not welcoming
- Over development of residential
- (No) Budget to support police presence / force

January 12, 2019 Charrette – Small Break Out Results

Public Services (7 people in this group)

- (4) Telecom Options [Cable, Internet, Etc.)
- (2) Fire Department [Equipment, Personnel)
- (3) Emergency Management / Training [Police / Fire / EMS]
- (0) Town Budget – simplify for general public
    - Put line item budget on website
- (1) Community Corps Agency [Neighbors helping neighbors
    - (1) Community Education [Youth, Adult, Elder]
    - (1) Volunteer Center [Old High School / Library]
- (2) Elder Services / Advocate
    - Discuss with Board of Education / Students Volunteer Their Time
- (3) Youth Center
- (3) Blight Enforcement [Not overreach, create fund to help ones who can't afford clean-up costs
    - (17) Clean Up Mill Sites [Prym Mill in particular]
- Email List for Events, Town News [for residents to sign up for with Town, Schools, Library, etc.]

Land Use (13 people in this group)

- (12) Urban Areas – tear down existing dilapidated buildings or unused / overgrown areas FIRST to be used for urban/business development before developing "new" land
- (4) Locate potential industrial land to offer to developers
- (9) Town should not all placement of more industrial areas so close to residential areas
- (3) Existing Farmland NOT in use – Find out if privately or publicly owned, Can this land be saved as agricultural land and rented / leased to new / young farmers looking for more land or to break into farming. Propose procedure whereby if farmland / open space land comes on the market Landowner is given and incentive or must give Right of First Refusal to the Town to purchase (the land) first for agricultural use / or conservation. Purchase of development rights.
- (5) Can negotiations happen with current / new owner of Alexanders Lake park area about selling to the Town or somehow re-opening the recreation / swimming area? (It they) charge for parking – the money will pay for clean-up / lifeguard
- (12) Preserve agricultural land and only try to use / re-use existing industrial / developed land not currently in use.

Natural Resources (8 people in this group)

- (1) Water Bodies - public access to water
- (0) Energy Opportunities – Dames, Solar, Wind

- (8) Open Space
- (7) Agriculture, forestry
- GOALS –
    - (8) Public access to water
    - (3) Public swimming – Mt. Hygeia
    - (3) Swimming Opportunities; Quinebaug, Old Killingly Road
    - (1) River Access – Commerce Avenue Access ; Access from Target
    - Brochures for public access to conservation areas
    - (3) River Trails
    - (1) Increase Pollinator Habitat
    - (0) Research 3rd category of 490 Land – Open Space
    - (1) Increase funding to open space land acquisition
    - (1) Wetland Preservation
    - (7) Increase management/ quality of Town owned Trees, Remove and replace policies?? Shade Trees
    - (1) Farm Tours for Agriculture / Open Space part of PA 490 Lands

Housing (4 people in this group)

- (3) Limit "no" income housing
- (10) Limit on "Low" income housing
- (1) Elderly Housing – control usage – turning into all types of government subsidized housing
- (2) Social service impacts
- (3) Control Mill development (redevelopment)
    - Focus on Condo style
    - Economic Ownership
- (4) "Cluster Development" – ability to provide community but keep Town Character (open space)

Education (4 people in this group)

- (3) Support system in schools for needy families
- (10) Coordination between BOE and TOWN (KPRD?)
    - Youth activities – after school programs
    - Youth activities – offerings to students
- (0) Mandatory parent involvement in teacher meetings (Behaviors)
- (0) Electronic Access and usage = expansion of systems to lower level schools
- (7) Enrichment opportunities for youth = coordination with local industries

Transportation (3 people in this group)

- (13) Public Transportation
    - More accessible stops
    - More often
- (10) Rail – support increased usage – both freight and passenger
- (2) Airport – support leave it as it is
- (0) Taxi Service
- (0) Rental Cars
- (12) Trails
    - More Public Use
    - Go North – connections North are not completed yet

Cultural and Historical (5 people in this group)

- Interesting Note – people in this group were happy with their current section of the POCD.
- (9) Cemetery Protection
- (12) Stonewall Protection
- (7) Historical Mill Sites
- (7) Archaeological site preservation
- (2) Area of concern – Daniels Village (on National Register of Historical Places as an archaeological site)

Non-Transportation Infrastructure (4 people in this group)

- (3) Land for expansion / industrial Park: Over 100+ acres behind Lowes zoned industrial (William Warren is the land owner – this property on Rock Avenue is now for sale
    - ~ 1M yards of gravel
    - No sewer, gas, or water but has electrical
- (0) More natural gas development; Alexander Lake area
- (0) Volunteer bicycle force to monitor downtown
- (1) Additional police force
- (5) Property maintenance on downtown buildings and rent cost
- (3) Town Wide trash collection and recycling / transfer station/ organic waste recycling and reuse by residents
    - Benchmarking other communities to determine best practice
- (0) Sidewalks for safety
- (1) Expanded volunteer trash and litter pickup
- (1) Quality of aquifer and backup resource?

- (0) More alternatives for cable / internet services "state of the art" telecommunications
- (10) Solar power expansion
- (0) Wind power development
- (0) Community gardens
- (2) Hazardous waste collection expansion
- (0) Facebook / other means of communication
- (1) Zoning enforcement improvement – industrial and residential regulations
- (0) Electronic sign to communicate / notify residents about Town events
- (1) Channel 22 Video / audio quality improvement (closed caption?)
- (9) No new power plant
- (6) Recreational access to Rivers / how to mitigate dam impediment

Economic Concerns (8 people in this group)

- Conn Mills, Old Drive-In; Prym, Maclivein, Warren Trust – all empty!
- (11) Blight
- (12) Downtown facades grant & Low Interest loans from Borough of Danielson
- (2) Design Standards
- (6) "Incentive" downtown
- (1) Downtown is scary (perception)
- (0) Perception is everything
- (0) Parking on one side of Main Street
- (1) Objectives from the 2010 Plan are still valid and needed
- (0) Killingly Business Association needs to be more involved
- (1) Our legacy should be a focus
- (0) How do you bring people off the highway to other areas of town (besides 4 Corners / Dayville)
- (0) NTE Industrial Expansion
- (0) "You get what you pay for" attitude
- (7) Identity of the Town...

APPENDIX "C"

KILLINGLY BOARD OF EDUCATION (B.O.E.) PLANS

10.b

Killingly Board of Education Strategic Action Plan 2019-2022

Academics Theory of Action:				
Goal # 1 Create a proficiency based learning system, ensuring equitable achievement opportunities for all students Goal # 2 Bring to life the KPS portrait of a graduate with students, staff, families and the community, ensuring all students are prepared for life success.				
Strategies/Actions	Persons Responsible	Timeline	Benchmark/ Status	Resources Required • Resources available • Resources needed
Conduct a school by school audit of current practices and conditions related to the proficiency-based learning model Utilize results to identify strengths, needs, professional learning.	Assistant Superintendent of schools. Supported by: -Curriculum coordinators -Building leadership teams	Completed by November of 2019	Creation of a completed audit report, supported by: -Knowledgeworks assessment tools. -Building level leadership teams.	Resources include: -Knowledgeworks Survey results. -Student performance data
Create a multiple year implementation plan, which outlines how grading practices and curriculum will transition to a proficiency-based model.	District Curriculum Council. Supported by: -Assistant Superintendent of schools -Curriculum coordinators -Building leadership teams	Completed by January of 2020	Creation of a completed implementation plan, supported by: -Audit report. -Building level leadership teams.	Resources include: -Curriculum implementation plan. -Knowledgeworks Survey results. -Student performance data
Align systems, structures and practices to support a proficiency-based learning system and the portrait of a graduate.	Building level leadership teams. Supported by: -Curriculum coordinators -Instructional coaches -Building subject area coordinators.	Ongoing 2019-2022	-Completed Performance graduation requirements. -Alignment indicated throughout newly created curriculum.	Resources include: -KHS revised Portrait of a Graduate. (POG) -Knowledgeworks Survey results. -CSDE Graduation Guidelines. -CAPPS Graduation guidelines.

Talent Management
Theory of Action:

Goal # 3. KPS will recruit and retain highly effective professionals who are collaborative, respectful, supportive and reflective critical thinkers

Strategies/Actions	Persons Responsible	Timeline	Benchmark/ Status	Resources Required • Resources available • Resources needed
Support classroom instruction by increasing the number of coaching hours for classroom teachers.	Curriculum Coordinators. Supported by: -Assistant Superintendent of schools. -Building leadership teams.	Ongoing 2019-2022	Increase in delivery of coaching hours. Individual coaching benchmarks per location.	Training for identified coaches. Additional tutoring resources to support coaching hours.
Create, implement and monitor a consistent and coherent system for collaborative professional learning communities (PLC's) PreK-12.	Districtwide PDEC Committee.	May 2020	District level PLCs established. Monitoring system implemented.	Building level PDEC committees. Building level reading and PD materials to support PLC work. Allocated time for PLC work to transpire at the building level.
Provide district leaders with leadership Strategies to successfully implement their school's mission	Superintendent of Schools. Supported by: -Assistant Superintendent -Network resources	Ongoing 2019-2022	In process, initial PD established for Day #3 of admin institute.	Support from Network resources -D. Ullman 8.1.19 -Leadership roundtable.
Ensure equitable practice through the work of our district's equity committee.	KPS equity committee. Supported by all KPS stakeholders.	Ongoing 2019-2022	Committee established 2019. Committee recommendations implemented by June 2020.	-Equity Support through EastConn., CREC and Center for school Change. -Utilization of regional partnership. -Readings and resources on equity.
Improve recruiting efforts through: -Collaboration with universities -Participation in diverse recruiting opportunities -Developing New marketing tools to attract a more diverse workforce.	Director of Human resources. Supported by: -Assistant Superintendent. -Equity Committee -CT SDE.	Ongoing 2019-2022	Increased applications for job openings. Increased rates of job satisfaction on internal indicators.	Resources include: -Minority Teacher Recruitment grant. -Marketing resources.

Organizational Systems
Theory of Action:

Goal # 4: Update facilities to provide a safe, healthy, adaptable learning environment conducive to student centered teaching and learning for the 21st century.
Goal # 5: Ensure Prek-12 students have access to progressive digital learning tools and the skill to utilize them, preparing them for future success.

Strategies/Actions	Persons Responsible	Timeline	Benchmark/ Status	Resources Required • Resources available • Resources needed
Ensure that Killingly Public Schools establishes and achieves a clear vision for integration of technology into curriculum and instruction through the creation of technology utilization plan	District technology director. Supported by: -Districtwide technology committee. -Assistant Superintendent. -Curriculum Coordinators -Building leadership.	Ongoing 2019-2022	Completion of KPS Technology plan June 2020. Implementation of plan 2020-2023	Resources include: -CREC Audit and survey -Future ready schools report. -Possible FTE: Integration specialist
Ensure students are engaged in learning environments which are structured to support 21st century learning.	Assistant Superintendent of Schools. Supported by: -District technology Director. -District Director of operations. -Curriculum Coordinators. -Building Leadership.	Ongoing 2019-2022	Evaluation of learning spaces walkthrough completed by December 2019. Implementation of plan 2020-2023	Resources include: -Potential resources for flexible learning spaces. -Resources to support "creative constructive learning" spaces within schools. Potential resources to support "anytime-anywhere" learning.
Capital improvement project will include upgrades to building infrastructures that support a student learning environment.	Superintendent -Operation and Maintenance supervisor -BOE facilities Committee	March 2020	Projects are prioritized to support elementary schools.	Resources include: -Non-Lapsing Account -Town Funding -Grants

School Culture and Climate
Theory of Action:

Goal # 6: KPS will provide a safe, healthy and supportive environment for learning where students build resilience through the integration of social, emotional and academic skills
Goal # 7: KPS will cultivate positive student, family, community partnerships that support learning, build pride and recognize the value for education

Strategies/Actions	Persons Responsible	Timeline	Benchmark/ Status	Resources Required • Resources available • Resources needed
Implement a comprehensive plan to address the integration of social, emotional and academic skills across all grades.	Assistant Superintendent of schools. Supported by: -Curriculum coordinators -Building leadership teams	Completed by June of 2020	Creation of a completed implementation plan, supported by resources and professional development	Resources include: -resources to support the implementation of Restorative practice, Second step, CBITS, and responsive classroom. -Professional development resources related to students and trauma. -Resources needed to support KSST on the building level.
Implement a plan to educate all stakeholders about Killingly Public Schools plan to support Social Emotional Learning (SEL).	Superintendent of Schools. Supported by: -Director of PPS -Assistant Superintendent of schools.	Ongoing 2019-2022	Creation of a completed communication plan, supported by resources and professional development	Resources include: -resources to support the implementation of Restorative practice, Second step, CBITS, and responsive classroom. -Current data to support communication on community needs.
Create increased opportunities throughout the district to enhance student's engagement and connectedness through participation in before, during and after school activities of interest.	Building level leadership teams. Supported by: -Superintendent of schools -Director of Facilities	Ongoing 2019-2022	Increased enrollment in activities which connect students to the school environments.	Resources include: -Grant funds to support out of classroom activities.

Killingly Board of Education

District Advancement Plan

2019 - 2022

EXECUTIVE SUMMARY

Attend Today
Achieve Tomorrow
Killingly Public Schools

PREAMBLE

The Strategic Plan will guide the future work of the Killingly Board of Education, administrators, educators, schools and community. The Strategic Plan is a living document and as such will be continuously evaluated and updated to advance the districts vision of a portrait of a graduate, mission, and needs of the students. Furthermore, the personal performance goals of administrators and teachers will be aligned with the Strategic Advancement Plan. The intentionality of alignment drives the focus and progress of the district to best serve Killingly students.

EXECUTIVE SUMMARY

This report is designed to tell the story of the Killingly Strategic Planning process. The Strategic Planning Committee, made up of educators, parents, administration, and town officials, has convened on several occasions to initiate this important work. The Strategic Planning process is designed to create a set of focused goals that identify the critical, coherent strategic changes that need to be made, and will address databased challenges over the next three to five years. A major component of any successful organization is unity of purpose. With stakeholder input, important value has been added to the strategic planning process.

The Committee has been reflecting on current and past performance, considering the current changes in education, and identifying the district's core values, vision and mission. We have articulated several core areas of focus:

- Create a proficiency based learning system, ensuring equitable achievement opportunities for all students
- Bring to life the KPS portrait of a graduate with students, staff, families and the community, ensuring all students are prepared for life success.
- Recruit and retain highly effective professionals who are collaborative, respectful, supportive and reflective critical thinkers.
- Update facilities to provide a safe, healthy, adaptable learning environment conducive to student centered teaching and learning for the 21st century.
- Ensure Prek-12 students have access to progressive digital learning tools and the skill to utilize them, preparing them for future success.
- Provide a safe, healthy and supportive environment for learning where students build resilience through the integration of social, emotional and academic skills
- Cultivate positive student, family, community partnerships that support learning, build pride and recognize the value for education.

The Strategic Planning process provides the foundation for a viable planning document that explicitly identifies the actions necessary to propel the students of Killingly toward their fullest potential. This multi-year effort will continue to reframe the Killingly students' experience so that the Killingly mission can be realized.

It is the mission of the Killingly Public Schools to work in partnership with students, families and the community, to ensure that each student acquires the knowledge, skills, and personal values necessary to achieve success and to enrich the community. It will do so by:

- *Challenging all students to achieve to their highest potential*
- *Fostering compassion for human diversity*
- *Developing creative innovators*
- *Supporting students to respond to an ever changing world*

Our world has changed. Living in a digital age with global connections at our fingertips, the definition of what it means for our students to be prepared for life learning and work beyond their school years has transformed. No longer is it enough to be skilled in reading, writing and mathematics. A growing pool of research and evidence from the field has identified a set of 21st Century skills needed for our students to embody in order for them to successfully navigate their life choices. The Strategic Planning process was designed to identify and ensure Killingly students develop these skills (critical and creative thinking, problem solving, effective communication and collaboration) and content knowledge needed for success. The goals identified in the plan will guide action toward what needs to occur to realize the Killingly portrait of a graduate.

Focused on work that supports student success in an ever-changing world, the following inquiry questions drove learning through the implementation of the Strategic Planning process:

1. How are teaching and classroom experiences facilitating student practice and in-depth application of critical/creative thinking, problem solving, communication and collaboration?
2. How are we measuring our success and using data to create and drive continuous improvement and a growth mindset?
3. How do we budget, plan, and align resources to ensure that our work is designed to increase the number of children who leave Killingly Public Schools ready to execute these skills to their highest level?

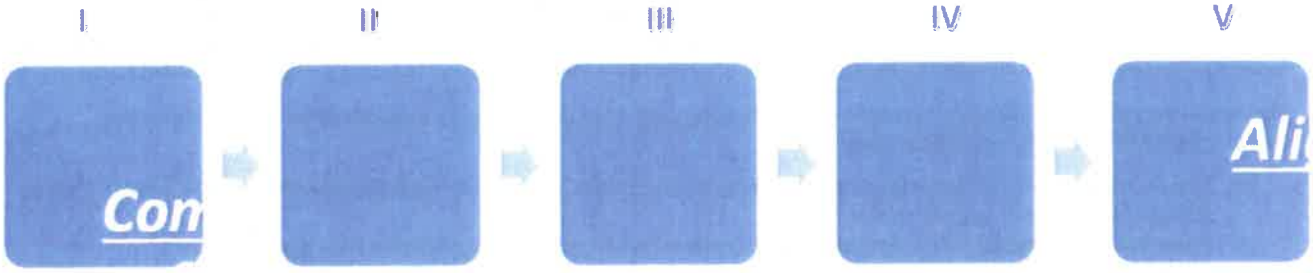
Focusing on these questions and building upon the great work in place in the Killingly Public Schools, the Strategic Planning team has identified the necessary goals and suggested strategies to guide the work of ensuring all students are ready to succeed in a global community, over the next three to five years.

Planning Context

A former mill town in what is now known as Connecticut's *Quiet Corner*, Killingly is the largest school district in northeastern Connecticut. The Prek-12 District is comprised of 5 schools: Goodwin Early Childhood Center, Killingly Central School, Killingly Memorial School, Killingly Intermediate School, Killingly High School and Regional Agricultural Program.

The schools share a long history of service to the community. Through consistent family and town support, Killingly schools and their students have developed respected records of success in the fields of music, media, agriculture, technology, multicultural education, and sports. The District boasts strong partnerships with Quinebaug Valley Community College, local businesses and regional agencies.

To facilitate the strategic planning process the Board engaged EASTCONN facilitators Diane Dugas, Director for the Center of Educational Leadership and Scott Nierendorf, Director of Teaching and Learning. The Strategic Planning process employs a backward design allowing participants to start the advancement process by identifying what student success looks like (skills and attributes) and then focusing on research-based practices that match the district values and ensures a coherent system to support student success. An overview of the Strategic Planning process is presented below.



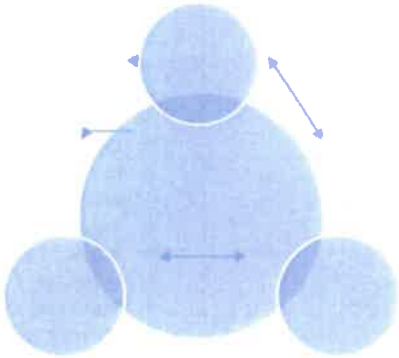
Philosophy

The Killingly Board of Education began this process in May [illegible] Strategic Planning Steering Committee consisting of key stakeholders to guide and oversee the entire Strategic Planning process. The Steering Committee includes Board of Education members, administration, staff, parents and community members. A subgroup, the Strategic Planning Team, comprised of several Steering Committee members and additional stakeholders was [illegible] the Strategic Planning [illegible]. The members of each group and their affiliation are as follows:

Killingly Strategic Planning Steering Committee	Killingly Strategic Planning Team
❖ John Burns, Board of Education Chair ❖ Greg Biggs, Board of Education ❖ Steve Rioux, Superintendent ❖ Paul Brenton, Assistant Superintendent ❖ Tina Chahanovich, KMS Principal ❖ Emily Caviggia, KCS Principal ❖ Christina Drowne, KCS Parent ❖ Lisa Vance, KIS Teacher ❖ Amanda Loomis, KHS Teacher ❖ Peter Covey, KHS, Parent ❖ Sally Sherman, GECC Director	❖ Steve Rioux, Superintendent ❖ Paul Brenton, Assistant Superintendent ❖ Greg Biggs, Board of Education ❖ Lydia Rivera-Abrams, Board of Education ❖ Dave Griffiths, Town Council ❖ Mary Bromm, Town Representative ❖ Marcia Griffiths-Farquhar, Assistant Dir. Pupil Services ❖ Sally Sherman, GECC Director ❖ Dennis Walsh, GECC Parent ❖ Emily Ross, Parent ❖ Emily Caviggia, KCS Principal ❖ Meg Walker, KCS Teacher ❖ Christina Drowne, KCS Parent ❖ Danielle Montville, KCS Parent ❖ Jessica Mongeau, KCS Parent ❖ Melissa Brown, KMS Teacher ❖ Dee Lamperelli, KMS Teacher ❖ Amy Ferland, KMS Parent ❖ Angela Potvin, KMS Parent ❖ Heather Taylor, KIS Principal ❖ Mike Morrill, KIS Teacher ❖ Elise Guari, KHS Principal ❖ Melynda West, KHS Teacher ❖ Barbara-Jean Toth, KHS Parent ❖ Jordan Rukstela, KHS Student ❖ Sandra Rukstela, KHS Parent

The Strategic Planning team began their work with a series of four evening sessions held on January 8, 10, 15 and 17 from 5:30 p.m. to 9:00 p.m. The first session was designed to:

1. Familiarize the group to the five phase strategic planning process.
2. Establish working norms for the groups success
3. Explore the demands of learning in the 21st Century
4. Synthesize data from stakeholders to identify Killingly Core Values
5. Articulate the Portrait of a Killingly Graduate
6. Review, revise the Killingly Mission Statement



Goals

The past several years have demonstrated a variety of external and legislative mandates and internal distractions. Compliance with multiple initiatives is not goal attainment. Time and energy are not endless resources. Decreasing fragmentation and increasing coherence that focuses the emphasis on meaningful teaching and learning to prepare students for 21st Century success was the lens through which the Strategic Planning team engaged in the following work.

Phase 1: Commitment to Principles of Strategic Planning

With a commitment to coherence, the Strategic Planning Team utilized input from all stakeholders including: community focus groups; community, teacher and student surveys; coupled with knowledge gleaned from research and practice, to identify a draft *Portrait of Graduate*, a revised *Mission* for Killingly Public Schools and a set of foundational *Core Values and Beliefs*. Each links to the critical skills and attributes necessary for student success in a global society.

Killingly Public Schools Mission

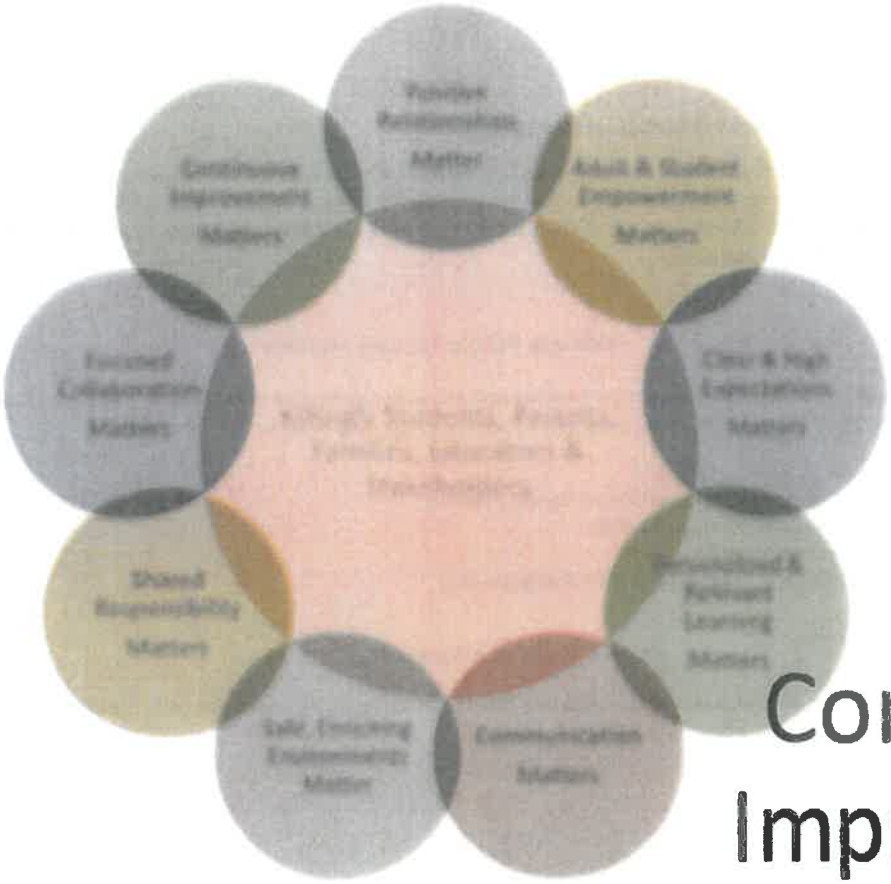
It is the mission of Killingly Public Schools to work in partnership with students, families and the community, to ensure that each student acquires the knowledge, skills, and personal values necessary to achieve success and to enrich the community.

It will do so by:

- Challenging all students to achieve to their highest potential
- Fostering compassion for human diversity
- Developing creative innovators
- Supporting students to respond to an ever changing world

Core Values of Killingly Public Schools

In order to achieve our mission KPS holds as its core values and beliefs that the following knowledge, skills, habits of mind, partnerships and opportunities are foundational building blocks for Killingly Graduates:



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(DRAFT) Portrait of a Killingly Graduate

Knowledgeable Developing strong foundational skills. Make mistakes, build on knowledge, and apply to new situations. Succeed as a learner, worker, citizen	**Socially Intelligent** The ability to interact with others in a way that demonstrates respect, empathy, flexibility, and open mindedness	**Communicator** Speaking and writing with clarity. Listening actively. Knowing your audience, understanding the purpose, and choosing precise language. If appropriate incorporating technologies to enhance ideas.	**Critical Thinker** Raising questions driven by curiosity to increase understanding
Resilient Seeking and accepting new challenges and being able to adapt to change	**Collaborator** Taking responsibility for yourself and your team. Listening with empathy and understanding with commitment to share success	**Personally Responsible** Acting with integrity and empathy, while demonstrating personal accountability and making a positive contribution to society	**Self-Motivated** Learning to advocate for oneself, taking responsibility for learning and behavior. Demonstrating initiative to achieve goals driven by passion.

Phase II: Data Scan

Once the Killingly Public Schools Core Values, Mission and Portrait of a Graduate were identified, the Strategic Planning team began to review data. The data review process is designed to look at internal and external data to determine the gap between the current state of practice and the desired outcome. This process provides an opportunity to analyze strengths, look at challenges and identify where opportunities lie to actualize the vision.

The Strategic Planning team used the CT Leadership Framework to provide a structure for reviewing internal and external data and for organizing the analysis and presenting the results. The CT Leadership Framework provides a set of standards and attributes for the evaluation of CT school administrators providing a systemic approach to view the knowledge, skills and conditions necessary for district success.

CT Leadership Framework:

• Domain 1: Instructional Leadership o Indicator 1.1 Shared Vision, Mission and Goals o Indicator 1.2 Curriculum, Instruction and Assessment o Indicator 1.3 Continuous Improvement	• Domain 3: Organizational Systems o Indicator 3.1 Operational Management o Indicator 3.2 Resource Management
• Domain 2: Talent Management o Indicator 2.1 Recruitment, Selection and Retention o Indicator 2.2 Professional Learning o Indicator 2.3 Observation and Performance Evaluation	• Domain 4: Culture and Climate o Indicator 4.1 Family, Community and Stakeholder Engagement o Indicator 4.2 School Culture and Climate o Indicator 4.3 Equitable and Ethical Practice

Internal Data Analysis

The Strategic Planning Team reviewed multiple internal data sources (listed below) and analyzed the data to determine strengths and areas for advancing the Killingly Public Schools. The results were organized linking strengths and challenges to the 4 Domains of the CT Leadership Framework.

Internal Data Sources:

- Strategic School Profiles
- Student enrollment and staffing trends
- Community focus group responses
- Staff focus group responses
- Community survey responses
- Student survey responses
- NEASC Survey responses
- Town data
- Facilities data
- Special Education data
- Budget data
- Student Accountability – Assessment and Achievement results
- Other – Extra Curricular Activities

Internal Data Summary

<table>
<tr><th colspan="2">Instructional Leadership/Academics</th></tr>
<tr><th>Strength</th><th>Weakness</th></tr>
<tr><td>• High Expectations (student survey)
• Home school communication(focus groups)
• Pride in teachers (student survey)
• Feel safe at school (parent survey)
• 2015-2016 106 students out of district, 2016-2017 43, a decrease of 63.
• 2016-2017 increase of ELA percentages, above state average in grades 3,6,7 and 8 on SBAC</td><td>• Facility conditions and school environment (focus group and student survey)
• Budget/lack of resources
• Students want more hands on learning (student survey)
• 16/17 math scores below state average (accountability data)
<table>
<tr><th>State average</th><th>Killingly</th></tr>
<tr><td>53% grade 3</td><td>37% grade 3</td></tr>
<tr><td>50% grade 4</td><td>26% grade 4</td></tr>
</table>
• % of students at grade level reading has decreased from 2014-2018 with incoming Kindergarteners 76% to 53%
• 16/17 to 17/18 KHS office referrals increased from 1953 to 2466</td></tr>
</table>

Talent Management	
Strength	**Weaknesses**
• ¾ staff stated well trained • Frequent classroom observations and feedback (District improvement plan • PLC's (Professional Learning Communities) ERD • Professional learning on Master Based Learning • Instructional Coaching • Connection to University • Hiring in spring (to get best teachers) • District leadership stability • 89% of students agree teachers have high expectations • Dedicated Human Resources (organizational chart) • Dedicated curriculum (organizational chart) • Dedicated goals for town management • Student staff ratio (1:7 approx.) • KMS and KHS teacher absences lower than ~~state average~~	• Lack of SEL (social, emotional learning) resources/focus • 25% of teachers non-tenured (School Profile) • Only 39% of HS students felt they were treated with respect by teachers (survey) • 34% of HS teaching reflective of core values • Lack of diversity in staffing (98.8% white, school profile) • Salary ranking 172 out of 174 (CEA.org) • Teacher absences higher than state average (school profile) • 104 students outplaced (17-18, achievement data) • KCS and KIS higher

Organizational Systems	
Strength	**Weaknesses**
• KPS programming addresses the whole child • School communications • Community engagement • Fiscal responsibility (all above from community survey)	• District communications • Safety and security • Equitable distribution of funds (all above from community survey)

Culture and Climate	
Strength	**Weaknesses**
• Connection to teachers techniques (student survey) • "Most" HS students feel safe (student survey) • Culture of high standards (student survey) • Communication (CIP) • Professional development on climate (CIP) • MS and HS students have specific hopes and dreams about their future (student survey) • Attendance - bus expansion	• Student voice on programs (student survey) • Graduation rate (CIP, p. 20) • Bullying, especially at the MS (student survey) • Respect for diversity (student survey) • Male role models in the lower grades (survey) • More access to mental health supports (survey) • Social Emotional Learning curriculum

External Data Analysis: Environmental Scan

The Strategic Planning Team also reviewed multiple external factors that affect education in the Killingly Public Schools. Over the past five years, major changes have been introduced in the field of education and in Connecticut. While many initiatives are well intentioned, we must constantly ask ourselves how each helps to prepare students for the 21st Century. Using the four Domains of the CT Leadership Framework as an organizer, the Team reviewed the major changes introduced in Connecticut and the critical issues facing Killingly Public Schools. They then identified opportunities and challenges created by these critical issues.

Environmental Scan Categories:

- Education – local, state, national, issues, mandates
  - Compliance issues related to ESSA (Every Student Succeeds Act) passed by Congress in August2016
  - New Testing and Educator Evaluation
  - New student Assessments - SBAC –Testing of 21st Century Skills and Content
  - Implementation of Common Core State Standards – Increased learning expectations in Language arts, Math, Social Studies and Science
  - Student-Centered Learning – Personalization, Choice and Mastery
  - New models of professional learning for Adult-Centered Learning
  - Digital Impact on Learning

- Economics – local, state, national and global economic outlook
  - Federal budget
  - Connecticut State Department of Education funding levels
  - Federal Title funding
  - Health of local economy
- Demographics – population shifts, changes in social/emotional needs of families and youth
  - District population changes
  - Killingly enrollment trends
  - The changing social/emotional needs of our students with increasingly diverse backgrounds and circumstances
- Technology/Information – technology changes and impact on education
  - Social Media
  - Blended/online learning
  - Technology access
- Political – local, state, national and global political climate
  - Political support for education

External Data Summary

Area	Issues	Impact in the next 1-3 years	
I. **Education** *(local, state, national issues/mandates)* ESSA (Every Student Succeeds Act) Evaluation SBAC Common Core Student-Centered Learning	• Lack of funding to meet student needs • Misalignment of accountability measures • Student needs are diverse and complex • High social/emotional needs • Changes in learning expectations (CCSS, NGSS, etc.) • Communication from teachers to parents regarding how to help children learn	• Limited resources • Misappropriation of teaching focus to test • Large gaps free and reduced lunch, M/F graduation rates • Achievement gap, preparation gap • Impact on budget, disruption to learning • Constant professional learning(PD) or no PD, self-initiated • Inability for parents to help	*Academics *Talent Management Organizational Systems *Culture and Climate

	• Cost of higher education for students • Increased learning expectations for students, especially in the early years • Increased class sizes • Unfunded state mandates and changing guidelines	• Increased family stress/long debt, lowering of expectations • Loss of focus on SEL • Challenging to personalize educational needs • Limited teaching time, stress on teachers and students, lack of equitable funding	
II. **Economics** (*local state national economic outlook)* Federal Budget CSDE funding levels Federal Title funding Health of local economy	• History of decreased state and national budgets • District competitiveness of salaries (CEA.org) • Housing affordability • # of free and reduced lunch rates (# of students) • Lack of technology resources • Decrease of gifted and talented programs • Facility maintenance and improvements • Long term building issue of outdated elementary school buildings • Funding for special education (facilities and staffing – 33% of budget in special education) • Sports field	• Continued decrease or lack of funding to address needs • Inability to retain staff • 211 call increase, increase in homelessness, increased student stress, increase transience • Funding/ educational readiness • Resources for creativity lost • Curb appeal in convincing students, parents, staff that district/town cares for them. • When buildings are cared for gives impression to stakeholders and surrounding town's education is important! • Less access = less connections	*Academics *Talent Management *Organizational Systems *Culture and Climate

Area	Issues	Impact in the next 1-3 years	
III. Demographics *(shifting demographics, changes in social, emotional needs of families and youth.* Population changes Enrollment changes	• Rate of poverty increase 2016 9.6% - 2018 11.2% • Education of community: 33% HS+, of that 11% associates, 22% bachelors • Unemployment rate 6% vs. state 5.1% • High transient population – 1,500 rental units, 30% not owner occupied, 50% of renters are cost burdened, 1/8 subsidized housing • Disability rate as of 16-17 17.3% Killingly vs. 13.9% state • Low income – median income $31,000 over 10 year average -10% • Free and reduced lunch Killingly 42.8% versus 35.9% state • Many children in DCF custody • Rising ELL population • Increased numbers of students coming to school with ACE (Adverse Childhood Experiences) • Rising special education population (19% in district) • Rising SEL needs • Decreasing state population • Rising overall enrollment • Rising homeless population • High transient population • Increase in students being raised by grandparents/extended families	• $$$$ less state and national funding • Need for additional programs and services • Additional testing and reporting barrier to learning • Resources and space are strained • School readiness has decreased • Lack of consistency in teaching and learning for transient kids. • Social/emotional impact (adverse childhood experiences) • Staff/student connections • Non-traditional families/less family time	*Academics *Talent Management *Organizational Systems *Culture and Climate

	• Lack of diversity • Increased mental health issues • Increase in drugs/suicide • Two parents working		
IV. Technology / Information *(changes in our world and impact on education)* Social Media Blended/online learning Technology access Smartphones	• Appropriate integration of technology and curriculum • Application of technology for career readiness • Constant updates/updated access • Social media overdose! Need to teach online social skills • Overuse of technology or under use of technology • Affordability • Immediate access to information • Online learning communities	• Need to balance screen time and learning needs, put the "why learning it" before the "what tool" • Lower grades – ability to compete, ability to communicate • $, man power, training • Distraction, isolation, addiction, depression/mental health concerns from on-line bullying • -Lack of family interaction • + early communication and related skills • Lack of equity • Increased knowledge/ability to focus on "bigger" ideas/access to tutorial programs to increase success • Increased learning opportunities for students and staff/greater access • Lack of work production/need critical thinking skills to maneuver. • Loss of relationship/personal connections	*Academics *Talent Management *Organizational Systems *Culture and Climate

	• Too much access to screen time/internet • Disconnect between learners of today and learners of past (student versus teachers Students versus older community members) • Technology provides students with power now! • 24/7 access • Mismatch	• Vulnerability for schools • Potential dangers when no supervision • Instruction versus use	
Area	**Issues**	**Impact in the next 1-3 years**	
V. Political *(local, state, national political climate)* November elections Political support for education CCJEF ruling (CT Coalition for Justice in Education Funding)	• Lack of civility, respect • Conflicting messages • Budget funding (local) (budget tab) • Federal Department of Education mandates • State mandates, changed graduation requirements (focus groups) • "War on Teachers" devaluing education (surveys) • Local control of education may not fit today's society • Polarization of political parties • Property based tax structures • Union contracts • State testing (surveys) • Class rank vs. standards based learning (CIP) • Political correctness	• Sending wrong message to our kids • 24/7 live exposure • More cuts to come • Funding constraints (400 unfunded or partially funded mandates -- CAPSS) • Scheduling challenges lack of teacher resources • Morale /support declines • Anti-intellectualism • Centralization may be needed (IS this where testing comes from?) • Impacts decisions or lack of • Creates scapegoats • Negative impact on rich/poorer communities • Lack of funding • Negative perceptions	*Academics *Talent Management *Organizational Systems *Culture and Climate

	• Non-educators making educational decisions • No prioritization of benefits of education in the community	• Too much? Too little? Juggling different opinions • Doesn't align with classroom needs ore reality • Misperceptions, need to connect community to benefits.	

In order to achieve coherence and address the complex landscape of education, transformational thinking and planning is required to advance a districts ability to ensure all students are college, career and life ready. Recognizing that any change initiative requires thoughtful planning prior to implementation, the Killingly BOE, Strategic Planning Steering committee and the Strategic Planning Team all recognize the importance of creating a comprehensive plan that capitalizes on future opportunities and serves as a coherent road map to guide district advancement in the best interest of the Killingly students, families and community.

From the synthesis of the internal and external data analysis, the Strategic Planning Team began to identify the most crucial issues and impacts on Killingly Public Schools. Using a protocol that provides a statement starter of "Unless we", followed by the insertion of the challenge, the Team worked to turn the challenge into an opportunity by completing the statement starter "If only we can" followed by an opportunity that if implemented would advance Killingly Public Schools in actualizing their Portrait of a Graduate. A summary of the process follows.

Threats/Challenges and Opportunities	
Threats/Challenges	**Opportunities**
Unless we ... • increase availability of SEL resources we will see an increase in behavior issues and mental health crises.	***If only we can ...*** • connect families with community resources, and offer more education/information to educators to help them decrease the impact of toxic stress, trauma, substance abuse and other mental issue issues.
Unless we... • educate students and families about overuse of technology/social media we will see an increase in mental health issues and a decrease in interpersonal skills	***If only we can ...*** • provide training and information for parents, families and educators about healthy use of technology, and find a balance between technology use (screen time vs. learning needs), we will create empowered digital citizens!

Unless we.... - stabilize teacher retention, students' learning will suffer and they may feel less connected to school.	***If only we can ...*** - improve teacher salary and morale – and find out why teachers are leaving, we will create more consistent learning environments that support student success.
Unless we ... - renovate our elementary schools we will not be able to provide appropriate resources to meet student and society needs.	***If only we can ...*** - renovate our schools, we can maximize our conditions for learning
Unless we... - outfit all schools with air conditioning, we cannot consider new school year models (year-round).	***If only we can...*** - renovate our schools, we can maximize our conditions for learning
Unless we... - create meaningful ways for parents to engage in the learning process with their child, parents will not know how to help their children with new expectations.	***If only we can ...*** - Maximize home/school communication, then... 1. Student and parent engagement will increase 2. Parents will know how to help their children -
Unless we... - increase state funding and local funding, we cannot address the needs of all students (including gifted-talented and struggling learners).	***If only we can ...*** - maintain high expectations, student achievement will continue to increase.
Unless we... - start measuring what matters, achievement gaps will continue.	***If only we can ...*** - align our grading and reporting systems to proficiency based measured, then students will demonstrate 21st century skills.
Unless we... - support the social emotional needs of students, children will not be available for learning. (emotionally, cognitively)	**If only we can...** - start in Pre-K to address the social emotional and academic needs of students, then we will see improved student engagement and performance.

Unless we ... - secure funding through voter support, there will be drastic cuts in educational services.	***If only we can ...*** - *communicate* more effectively will all community members, then there will be consensus for higher funding.
Unless we... - control unfunded and partially funded state and federal mandates, there will be less funding for the school districts identified needs.	***If only we can...*** - increase advocacy to elected officials to reduce/rescind unfunded mandates.
Unless we... - *can* correct the negative perception of education, teachers and schools, our school system will be undervalued and not supported.	***If only we can ...*** - gather community members to advocate and support local education by accentuating the positives, we can increase the value of education, and consequently community support for education in Killingly.
Unless we... - can maintain local control over funding, we lose prioritizing educational issues.	***If only we can ...*** - protect local control over funding, we can protect the educational priorities of the district.
Unless we ... - dedicate funding toward facility improvements our buildings will be unsafe and unhealthy.	***If only we can ...*** - adequately fund building improvements, then we can improve safety/security plans, and students and families will feel safer.
Unless we... - hire more mental health professionals and train staff in mental health issues we will not address students' mental health needs and may increase out of district placement.	***If only we can ...*** - provide adequate mental health services within our schools, we will foster student success (and save money at the same time!)
Unless we... - address the needs of children living in poverty, we will not close the achievement gap.	***If only we can ...*** - implement programs and strategies to address this population, we can break the cycle of poverty.
Unless we... - provide enrichment to our high achieving students they may disconnect from school or not reach their true potential.	***If only we can ...*** - provide gifted and talented programs and opportunities, we will see students exceed minimum goals for student success.

Unless we ... - address the mental health needs of our students and families, we will not reach our social and educational goals.	***If only we can ...*** - increase the mental health resources to the district, then students and families will have more academic success in educating the <u>whole child</u>.
Unless we... - educate the people of the town regarding the budget and what it takes to run a district, as well as, see the education system within the community, there will never be an adequate budget that will meet the needs of <u>all</u> students.	***If only we can ...*** - raise awareness, make information more accessible and transparent, then there will be an adequate budget that will meet the needs of <u>all</u> students.

Phase 3: Results Analysis

Once the data had been reviewed and organized, the Strategic Planning Team prioritized the results to determine the opportunities that would have the greatest impact in realizing the Killingly Portrait of a Graduate. This summary served as the springboard to create the Strategic goals to advance Killingly Public Schools. The results of that analysis follows:

Summary of Opportunities

Opportunities	
❖ High Expectations for Student Learning ❖ Incorporate 21st century skills ❖ Incorporate personalized, competency based learning ❖ Engage students and staff through personalized and relevant curriculum and instruction ❖ Ensure all students succeed at grade level in literacy and math content areas	❖ Ensure progressive technology is available and up to date ❖ Train teachers to use technology effectively to enhance learning ❖ Teach students the technology skills needed for 21sst century success
❖ Ensure Facilities meet 21st Century Learning Expectations ❖ Renovate schools to maximize conditions for learning ❖ Improve safety and security of schools through renovations	❖ Recruit, Retain High Quality Staff ❖ Recognize/Celebrate Staff - Inspire
❖ Connect students, families, community and school as a partnership in the Learning Process ❖ Develop effective communication to all families ❖ Openly inform and engage families/community in the learning process ❖ Develop positive relationships with students, families, and community	❖ Address the growing social-emotional (mental health) needs of children in school. ❖ Raise awareness making information more accessible and transparent ❖ Train staff and integrate into the school day

Phase 4: Goal Setting

Using the prioritized opportunities the Strategic Planning Team then formulated and prioritized strategic goals that, if achieved, would move Killingly Public Schools toward realizing the Portrait of a Killingly Graduate. The Team used the following essential questions as criteria for prioritizing the strategic goals:

- Have we considered immediate versus long term?
- Is it measureable and obtainable?
- Does it relate to our Portrait of a Graduate, Mission and Core Values?
- Is it a high leverage goal that helps us reach our Vision of a Portrait of a Graduate?
- Is it a goal that we can come to consensus on?

The Strategic Planning Team identified the following seven *strategic goals* for Killingly Board of Education:

1. Create a proficiency based learning system, ensuring equitable achievement opportunities for all students
2. Bring to life the KPS portrait of a graduate with students, staff, families and the community, ensuring all students are prepared for life success.
3. KPS will recruit and retain highly effective professionals who are collaborative, respectful, supportive and reflective critical thinkers.
4. Update facilities to provide a safe, healthy, adaptable learning environment conducive to student centered teaching and learning for the 21st century.
5. Ensure Prek-12 students have access to progressive digital learning tools and the skill to utilize them, preparing them for future success.
6. KPS will provide a safe, healthy and supportive environment for learning where students build resilience through the integration of social, emotional and academic skills
7. KPS will cultivate positive student, family, community partnerships that support learning, build pride and recognize the value for education.

Phase 5: Strategic Action Planning

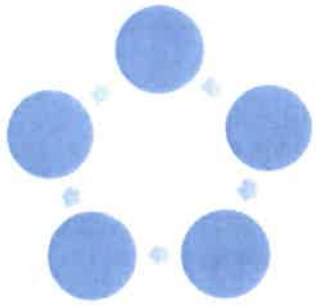
Once strategic goals were set and agreed upon the Strategic Planning Team worked in groups to create recommendations for consideration when creating the action plans for each goal. The process took place on the fourth evening of strategic planning. A summary of high level strategies to be considered in district action planning were identified and agreed upon.

Goal #1 Academic Achievement	
A. Create a proficiency based learning system, ensuring equitable achievement opportunities for all students B. Bring to life the KPS portrait of a graduate with students, staff, families and the community, ensuring all students are prepared for life success.	Recommended Strategies: • Conduct a school by school audit of current practices and conditions related to the proficiency based learning model • Utilize results to identify strengths, needs, professional learning • Create a multiple year implementation plan • Align systems, structures and practices to support a proficiency based learning system and the portrait of a graduate
Goal #2 Talent Management	
A. KPS will recruit and retain highly effective professionals who are collaborative, respectful, supportive and reflective critical thinkers	Recommended Strategies: • Revise and implement a new teacher induction model • Create, implement and monitor a consistent and coherent system for collaborative professional learning communities (PLC's) K-12. • Identify and create opportunities for recognizing and celebrating adult learning and achievement.

Goal #3 Organizational Systems	
A. Update facilities to provide a safe, healthy, adaptable learning environment conducive to student centered teaching and learning for the 21st century. B. Ensure Prek-12 students have access to progressive digital learning tools and the skill to utilize them, preparing them for future success. .	Recommended Strategies: • Create a facilities committee to learn about the 21st century needs for teaching and learning, tour and assess buildings, create a five year capital improvement plan • Create a plan to educate the community on district needs • Create a technology utilization plan
Goal #4 School Culture and Climate	
A. KPS will provide a safe, healthy and supportive environment for learning where students build resilience through the integration of social, emotional and academic skills B. KPS will cultivate positive student, family, community partnerships that support learning, build pride and recognize the value for education.	Recommended Strategies: • Create increased opportunities throughout the district to enhance student's engagement and connectedness through participation in before, during and after school activities of interest. • Develop a plan to educate all stakeholders about mental health, developing a common language, understand and importance • Learn, identify, create and implement a comprehensive plan to address the integration of social, emotional and academic skills across all grades.

The identified goals and strategies are in direct alignment to current focus areas and serve to take the district to the next level of work. Using the goals and recommended strategies, it is the task of the district leadership to take the goals and recommendations and flesh out the achievable action steps, those responsible for carrying out the action steps, required resources to achieve the action steps, and an estimated timeline for each goal with accompanying benchmarks toward progress. It is important to note that while competing mandates and initiatives come up through the year, if they do not support the work of the strategic plan, the district has to question their value. Staying focused towards the desired outcomes within a reasonable timeframe is the goal of coherence. A sample template is provided.

A Strategic Plan is a living, breathing document. It is important to schedule intentional time throughout the year at all levels of the organization to monitor implementation, review progress, modify, and adjust as necessary. Creating a through line to Board, administrator, teacher and student goal setting provides opportunity for ongoing reflection, dialogue and feedback toward the shared focus for advancement. An intentional and planned timeline for review follows.



Minimal Review of Progress toward Goals/Reflection/ Adjustments

Board of Education	Mid-year and end of year
Superintendent	Mid-year and end of year
Administration	Mid-year and end of year
Teachers	Mid-year and end of year
Students	Quarterly

In the final Strategic Planning Team session, the work group finalized the following Strategic Advancement Plan framework to be utilized by the Superintendent and administration to create an actionable plan to actualize the goals. Strategic planning is not about layering in more initiatives. It is about leveraging and building upon the work being done and creating coherence and an aligned approach to advance progress toward moving the work forward. Effective implementation requires detailed planning and communication, cultivation of leadership capacity and the analytics to monitor progress. The implementation plan and monitoring must engage all leaders of in development. The format provided aligns and takes the current work of the districts to the next level. The completed document ultimately serves as tool for direction, decision making, communication, budget planning, coherence and advancement for all.

Following the strategic plan is a sample communication plan to begin the roll out of the Strategic Plan, including the Portrait of a Graduate, Mission, Core Values and Beliefs to stakeholders. Communication is one of the surest ways to build trust and open the doors, inviting all stakeholders in. Nothing builds trust like transparency (Why Communication Matters, Portfield and Carnes, 2008). The ideas were generated during the strategic planning process and are intended to serve as a springboard for continued communication planning.

Killingly Public Schools District Advancement Plan

Academics
Theory of Action:
Goal # 1 Create a proficiency based learning system, ensuring equitable achievement opportunities for all students
Goal # 2 Bring to life the KPS portrait of a graduate with students, staff, families and the community, ensuring all students are prepared for life success.

Strategies/Actions	Persons Responsible	Timeline	Benchmark/ Status	Resources Required • Resources available • Resources needed
Conduct a school by school audit of current practices and conditions related to the proficiency based learning model Utilize results to identify strengths, needs, professional learning.	Assistant Superintendent of schools. Supported by: -Curriculum coordinators -Building leadership teams	Completed by November of 2019	Creation of a completed audit report, supported by: -Knowledgeworks assessment tools. -Building level leadership teams.	Resources include: -Knowledgeworks Survey results. -Student performance data
Create a multiple year implementation plan, which outlines how grading practices and curriculum will transition to a proficiency based model.	District Curriculum Council. Supported by: -Assistant Superintendent of schools -Curriculum coordinators -Building leadership teams	Completed by January of 2020	Creation of a completed implementation plan, supported by: -Audit report. -Building level leadership teams.	Resources include: -Curriculum implementation plan. -Knowledgeworks Survey results. -Student performance data
Align systems, structures and practices to support a proficiency based learning system and the portrait of a graduate.	Building level leadership teams. Supported by: -Curriculum coordinators -Instructional coaches -Building subject area coordinators.	Ongoing 2019-2022	-Completed Performance graduation requirements. -Alignment indicated throughout newly created curriculum.	Resources include: -KHS revised Portrait of a Graduate. (POG) -Knowledgeworks Survey results. -CSDE Graduation Guidelines. -CAPPS Graduation guidelines.

Talent Management Theory of Action:				
Goal # 3. KPS will recruit and retain highly effective professionals who are collaborative, respectful, supportive and reflective critical thinkers				
Strategies/Actions	Persons Responsible	Timeline	Benchmark/ Status	Resources Required • Resources available • Resources needed
Support classroom instruction by increasing the number of coaching hours for classroom teachers.	Curriculum Coordinators. Supported by: -Assistant Superintendent of schools. -Building leadership teams.	Ongoing 2019-2022	Increase in delivery of coaching hours. Individual coaching benchmarks per location.	Training for identified coaches. Additional tutoring resources to support coaching hours.
Create, implement and monitor a consistent and coherent system for collaborative professional learning communities (PLC's) PreK-12.	Districtwide PDEC Committee.	May 2020	District level PLCs established. Monitoring system implemented.	Building level PDEC committees. Building level reading and PD materials to support PLC work. Allocated time for PLC work to transpire at the building level.
Provide district leaders with leadership Strategies to successfully implement their school's mission	Superintendent of Schools. Supported by: -Assistant Superintendent -Network resources	Ongoing 2019-2022	In process, initial PD established for Day #3 of admin institute.	Support from Network resources -D. Ullman 8.1.19 -Leadership roundtable.
Ensure equitable practice through the work of our district's equity committee.	KPS equity committee. Supported by all KPS stakeholders.	Ongoing 2019-2022	Committee established 2019. Committee recommendations implemented by June 2020.	-Equity Support through EastConn., CREC and Center for school Change. -Utilization of regional partnership. -Readings and resources on equity.
Improve recruiting efforts through: -Collaboration with universities -Participation in diverse recruiting opportunities -Developing New marketing tools to attract a more diverse workforce.	Director of Human resources. Supported by: -Assistant Superintendent. -Equity Committee -CT SDE.	Ongoing 2019-2022	Increased applications for job openings. Increased rates of job satisfaction on internal indicators.	Resources include: -Minority Teacher Recruitment grant. -Marketing resources.

Organizational Systems
Theory of Action:

Goal # 4. Update facilities to provide a safe, healthy, adaptable learning environment conducive to student centered teaching and learning for the 21st century.
Goal # 5. Ensure Prek-12 students have access to progressive digital learning tools and the skill to utilize them, preparing them for future success.

Strategies/Actions	Persons Responsible	Timeline	Benchmark/ Status	Resources Required • Resources available • Resources needed
Ensure that Killingly Public Schools establishes and achieves a clear vision for integration of technology into curriculum and instruction through the creation of technology utilization plan	District technology director. Supported by: -Districtwide technology committee. -Assistant Superintendent. -Curriculum Coordinators -Building leadership.	Ongoing 2019-2022	Completion of KPS Technology plan June 2020. Implementation of plan 2020-2023	Resources include: -CREC Audit and survey -Future ready schools report. -Possible FTE: Integration specialist
Ensure students are engaged in learning environments which are structured to support 21st century learning.	Assistant Superintendent of Schools. Supported by: -District technology Director. -District Director of operations. -Curriculum Coordinators. -Building Leadership.	Ongoing 2019-2022	Evaluation of learning spaces walkthrough completed by December 2019. Implementation of plan 2020-2023	Resources include: -Potential resources for flexible learning spaces. -Resources to support "creative constructive learning" spaces within schools. Potential resources to support "anytime-anywhere" learning.
Capital improvement project will include upgrades to building infrastructures that support a student learning environment.	Superintendent -Operation and Maintenance supervisor -BOE facilities Committee	March 2020	Projects are prioritized to support elementary schools.	Resources include: -Non-Lapsing Account -Town Funding -Grants

School Culture and Climate
Theory of Action:

Goal # 6. KPS will provide a safe, healthy and supportive environment for learning where students build resilience through the integration of social, emotional and academic skills
Goal # 7. KPS will cultivate positive student, family, community partnerships that support learning, build pride and recognize the value for education

Strategies/Actions	Persons Responsible	Timeline	Benchmark/ Status	Resources Required • Resources available • Resources needed
Implement a comprehensive plan to address the integration of social, emotional and academic skills across all grades.	Assistant Superintendent of schools. Supported by: -Curriculum coordinators -Building leadership teams	Completed by June of 2020	Creation of a completed implementation plan, supported by resources and professional development	Resources include: -resources to support the implementation of Restorative practice, Second step, CBITS, and responsive classroom. -Professional development resources related to students and trauma. -Resources needed to support KSST on the building level.
Implement a plan to educate all stakeholders about Killingly Public Schools plan to support Social Emotional Learning (SEL).	Superintendent of Schools. Supported by: -Director of PPS -Assistant Superintendent of schools.	Ongoing 2019-2022	Creation of a completed communication plan, supported by resources and professional development	Resources include: -resources to support the implementation of Restorative practice, Second step, CBITS, and responsive classroom. -Current data to support communication on community needs.
Create increased opportunities throughout the district to enhance student's engagement and connectedness through participation in before, during and after school activities of interest.	Building level leadership teams. Supported by: -Superintendent of schools -Director of Facilities	Ongoing 2019-2022	Increased enrollment in activities which connect students to the school environments.	Resources include: -Grant funds to support out of classroom activities.

Killingly Public Schools Sample Communication Plan for Rolling out The Strategic Plan, Portrait of a Graduate, Mission and Core Values						
Communication Message- What is the message you want to deliver?	Stakeholder group message is going to (Community, parents, staff, students, etc.)	Format (Email, Facebook, newsletter, twitter, etc.)	Frequency – How often will the message be delivered?	Duration or Timeline	360 Degree Communication	Other
Merge Draft POG Created during strategic planning with district work group version.	Identified administration and teachers	District PD	1x	Half day April 2018	Revisions made based on feedback	
Share Mission, Portrait of a Graduate and Core Values for feedback. How do we connect to this?	Each school staff	Faculty Meeting Convocation Opportunities Identified throughout the year	1x Annually TDB	Spring 2019 August 2019 Identify by Fall 2019	Mid-year/end of year reflections	
BOE Presentation on Strategic Plan Process and approval	BOE	BOE Meeting	Annually reviewed	March 2019	Strategic Planning Committee subgroup	

What is a strategic plan and how is it used? Why was it created? How does the Portrait of a Graduate, the Mission and Core Values of Killingly drive decision making?	PTO and other school governance groups	Meetings	Annually	May-June 2019	Superintendent and representatives from the Steering Committee Feedback will drive continued communication or others as identified	
	Community Elected Officials	Town Meeting	Annually	May-June 2019		
	Parents/Caregivers	Open House Website, Newsletters	Annually Ongoing	Fall 2019		
	Other Identified Stakeholder Groups i.e.: Killingly Business Association	Fall Meeting	Annually	August/September of each school year		
	Students	Morning Meetings/Advisory	Monthly	Making explicit connections throughout the year		

Strategic Planning Communication: Communication suggestions provided by the Strategic Planning Team for consideration						
Communication Message- What is the message you want to deliver?	Stakeholder group message is going to whom? (Community, parents, staff, students, etc.)	Format (email, Facebook, newsletter, twitter, etc.)	Frequency – How often will message be delivered?	Duration or Timeline	360 Degree Communication	Other
Everyone in Killingly is directly involved / responsible in the education of our students (the success of our schools)	Everyone, every family, every household	Community TV	Monthly		Online survey	
Use Grandparents Day to inform the public - How you can help your kids be successful in school	Grandparents	Face to face events at all schools	1 day / school / grade level /per year		Suggestion box in each school and in other areas such as Senior Center Churches Social Groups (Lions, Elks, Grange) Library	How to make them "stakeholders" (not just visitors Highlight in school / district newsletter
Action on implementation of the Strategic Plan Upcoming events (concerts, GP day) Highlighting good suggestions Celebrate success / good news	All community	Villager Newspaper	weekly			
Social Service organizations offer and provide awards to students (Lions, Elks, etc.)	Students Teachers Administrators	Scholarships Improvement award Recognition				

Communication Message- What is the message you want to deliver?	Stakeholder group message is going to whom? (Community, parents, staff, students, etc.)	Format (email, Facebook, newsletter, twitter, etc.)	Frequency – How often will message be delivered?	Duration or Timeline	360 Degree Communication	Other
Friends of Learning in Killingly FOLK Group (a foundation for KPS)	Students in KPS	Face to face Correspondence	TBD			
Student Community Service Get students paired / matched with mentors	Local businesses & organizations	Coordination from the Career Center	Annually	40 hours by HS graduation	Formal feedback from the hosting organization to the school	
Help taxpayers to believe their $$ being used responsibly - Events - What is happening in schools	Voters (those with no children in school)	Monthly mailer	Monthly			See kids doing things for the community Using teaser to grab attention Picture of interest to the community
New website Newsletters Letterhead Town	Help us identify	**Brand** **Motto** **logo** "We are Killingly"	On everything		Build on the quiet corner	Survey other school website
Bridge the gap between town council and BOE *** Bridge the community across the 5 boroughs (Danielson, Dayville, Attawaugan, Ballouville*	Town Council/BOE	**F2F presentation** **Website** **recorded**				

Goal #: Communication Message- What is the message you want to deliver?	Stakeholder group message is going to whom? (Community, parents, staff, students, etc.)	Format (email, Facebook, newsletter, twitter, etc.)	Frequency – How often will message be delivered?	Duration or Timeline	360 Degree Communication	Other
Community engagement through the eyes of students / viewpoint / point of view	We are killingly MS & HS collaboration	Students: Engaged in the work of promoting the schools/ districts - Twitter - Facebook - Social media High school tech ed / desktop publishing class				

Appendix A:
Glossary of terms used in this Plan:

Abbreviation	Name	Description / function
ACE	Adverse Childhood Experience	A research based study questionnaire that identifies the characteristics associated with toxic stress and trauma
	Competency Based Learning	Competency Based Education is a personalized approach to learning that includes: 1. Advancing on mastery, not seat time. 2. Competencies include explicit, measureable, transferable learning objectives that empower students 3. Assessment is a meaningful and a positive learning experience for students 4. Students receive timely, differentiated support based on their individual leaning needs 5. Learning outcomes emphasize competencies that include application and creation of knowledge, along with the development of important skills and dispositions.
DCF	Department of Children and Family Services	An organization that supports the well-being of children and families
ELL	English Language Learner	Students whose first language is other than English and is in the process of learning English proficiently
MBL	Mastery Based Learning	A learning framework where students are goal oriented to master standards advancing at their own pace.
PLC	Professional Learning Community	A professional learning structure that allows educators to work collaboratively to address teaching and learning issues.
PTO	Parent Teacher Organization	Parent organization of school aged children who work collaboratively with the school to support education.

Appendix B

Strategic Planning Final Session Closing Take Away's – Activity Summary

Share what you learned...
What you are wondering....
What you are leaving with....

- Appreciate speaking with new people – different perspectives
- Interesting world – to learn/understand all the school stuff
- Feel more networked/involved
- Nice to know what's going on in other schools – and how it can all be brought together
- Favorite part – portrait of the graduate
- Need to have community as part of stakeholders (parents, grandparents, business leaders). Want to be involved and see true outcomes
- Fun to learn and understand all that goes into education
- Excitement I saw at each group here – hope to see it in our neighborhoods and throughout the committees that will see this through
- Enjoyed positivity – sense of hope for the community
- This is a good beginning to define and develop partnership
- This proved the importance of stakeholder voice
- Concerns I have within the district are being addressed with this plan – feel this is a strong educational system
- I'm walking away with a better understanding of the challenges that teachers and administrators have and how much work is involved
- I feel hopeful
- Nice to see people in the district are passionate about education
- Grateful for commitment of facilitators
- Enjoyed the experience as a student – see that community and teachers do care – thankful for the experience – I learned a lot of big words
- Impressed with how much people care about each other (often the response from new teacher or admin when asked "what did you learn about Killingly?" at the end of their first school year) – kids are great