SECTION 5 - APPENDICES

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 - (2) Housing Data Profiles 2018
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 - (1) CERC Town Profile 2017
 - (2) CERC Town Profile 2018
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KILLINGLY PLAN OF CONSERVATION AND DEVELOPMENT 2020 TO 2030

APPENDIX "A"

Statistics / Outside Resources / Information Origins



2015



Population, Households & Age

Source: 2009-13 American Community Survey

	2009-13	2000	% Change		2009-13	2000	% Change
Population	17,317	16,472	5%	Householders living alone	28%	26%	2%
Households	6,752	6,359	6%	Residents living in families	65%	67%	-2%
Average household size	2.51	2.53	-1%	Households with someone <18	32%	36%	-4%
Average family size	3.07	3.02	2%	Households with someone > 65	25%	23%	2%

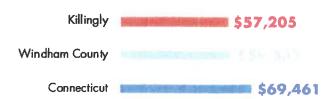
Median age for those living in Killingly is 40.0 years old, 0.2 years younger than CT's median age of 40.2 years old.

💲💲 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.

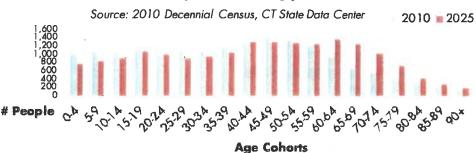
Throughout Connecticut, households headed by those under 25 and those 65 and over tend to have lower incomes than those 25-64 years old, limiting their housing options.



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



Characteristics of Housing Stock

Tenure

		Windham	
	Killingly	County	Connecticut
Total	<i>7,</i> 512	49,051	1,486,995
Owner-Occupied	4,726	30,851	919,488
Renter-Occupied	2,026	13,167	436,361
Vacant	<i>7</i> 60	5,033	131,146

Source: 2009-13 American Community Survey

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



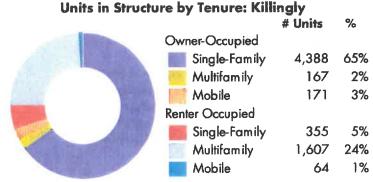
County

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.



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.

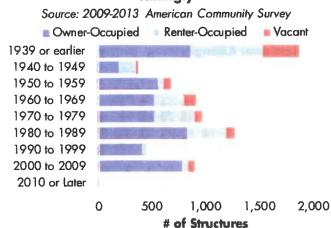
In Killingly, 25% of the housing stock was built prior to 1939, 26% was built between 1940 and 1969 and the remaining 48% was built after 1970. Shifting demographics indicate that housing built from 1970 on may not meet the needs of CT's current and future residents.

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.

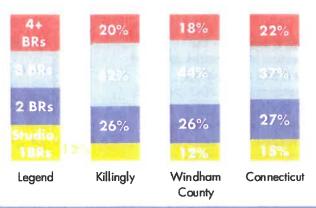
Over 63% of homes in Killingly have 3 or more bedrooms, while 37% have 2 or fewer bedrooms. Towns and cities that have larger homes with more bedrooms offer fewer housing options for younger workers or downsizing Baby Boomers.

Tenure by Year Structure Built: Killingly



Housing Units by Number of Bedrooms

Source: 2009-13 American Community Survey

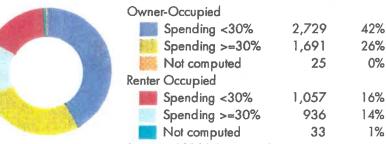


Housing Costs for Owners and Renters

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



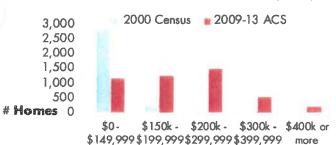
Source: 2009-13 American Community Survey

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



Housing Costs & Income

Owner Households: Killingly

The average homeowner household in Killingly has a median income of

\$71,616

Households with a Mortgage

Median Income:

\$78,857

Median Monthly
Owner Costs:

\$1,676

Households w/out a Mortgage

Median Income:

\$36,154

Median Monthly Owner Costs:

\$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 Median Renter Households = Gross Rent = \$32,345 \$857 32% 68% less than the median of income of income income of all spent on for all other households. rent. expenses.

Market General Information

Housing Wage

2015 Housing Wage: Killingly



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.

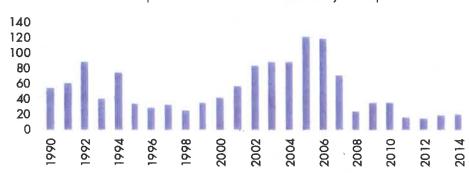
Source: CT Office of Policy and Management

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

1.090

495 Governmentally Assisted Units 107 Tenant Rental Assistance 488 CHFA/USDA Mortgages 0 Deed Restricted Units

Total Assisted Units

Calculation of % of Total Units Assisted:

Total Assisted
Units

Killingly

7,592 = 14.4%
Units Assisted
Units Units, 2010 Census

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 singlefamily 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.

Maria Sources & Notes

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⇒ 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

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- ⇒ 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).

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- ⇒ 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.

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- ⇒ 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



Housing Data Profiles

2018



Source: 2011-15 American Community Survey

	2011-15	2000	% Change		2011-15	2000	% Change
Population	1 <i>7</i> ,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



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.

Median Household Income

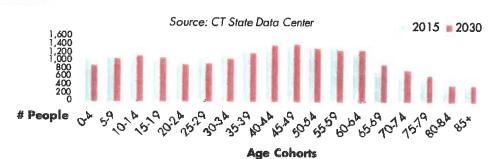
Source: 2011-15 American Community Survey



Aging of the Population

Age Cohorts - 2015, 2030 Population Projections: Killingly

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%.



Characteristics of Housing Stock

renure			
		Windham	
	Killingly	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



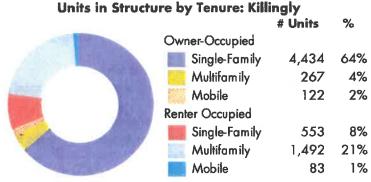
Killingly saw its number of housing units increase by 13% from 2000 to 2015. Renters live in 27% of Killingly's housing stock, compared to 27% for Windham County and 30% for Connecticut.

Units in Structure

Topure

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.



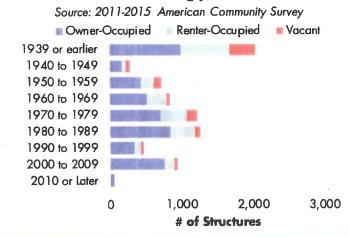
Source: 2011-15 American Community Survey

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



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

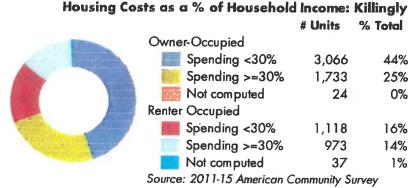
Source: 2011-15 American Community Survey



Housing Costs for Owners and Renters

Affordability

Across CT, 50% of renters and 32% 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 36% 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.

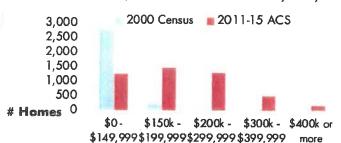


Home Value

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

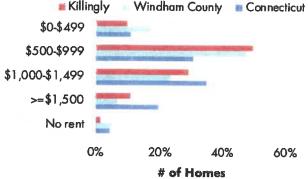


Gross Rent

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 Median Income: \$75,964

Median Monthly Owner Costs:

\$1,552

Households w/out a Mortgage

Median Income:

\$41,898

Median Monthly
Owner Costs:

\$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 Median Renter Households = Gross Rent = \$36,289 \$889 29% 71% less than the median of income of income income of all spent on for all other households. rent. expenses.

Housing Market General Information

Housing Wage

2017 Housing Wage: Killingly



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
Total Real Property 2016

\$1,237,548,186

\$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

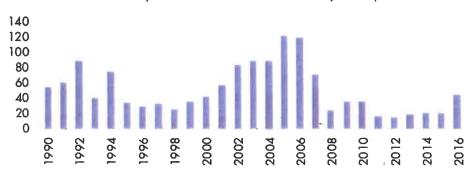
Building Permits

+

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:

Yes a second with the second s

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 Property, 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 singlefamily 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.



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).

Page 3

⇒ 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

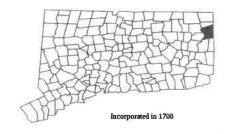
	'Government	_								
G	overnment Form: Council -	Manage	er							
4	Total Revenue (2015)		3,194,105	Total F	Expenditures (2015)	\$57,315,683	Annual Dal	ot Service (201	E)	122 151
10	Tax Revenue		l,633,701			\$44,202,229	As % of Ex		o)	032,151 5.3%
1	Non-tax Revenue		5,560,404			\$13,113,454			#1 550 /	
1	Intergovernmental		2,516,265		ndebtedness (2015)		Eq. Net Gra Per Capita	md List (2015)		-
1	Per Capita Tax (2015)		\$1,844		f Expenditures	54.9%	As % of Sta	to Average	a a	\$90,982 61.4%
	As % of State Average		66.1%		_	\$1,838		_	(E)	
1	ŭ				f State Average	75.6%		nd Rating (201 Rate (2015)	15)	Aa3 26.51
					-			fill Rate (2015)	`	20.27
1								and List Com/		
Ш	Housing/Real E	state							()	10.070
		Deare								
Ho	using Stock (2011-2015)		Town	County	State	Distribution of House	Sales	on	C	6
l To	otal Units		7,811	49,176	1,491,786	Less than \$100,000		<i>Town</i> NA	County 153	State
II .	Single Unit (2011-2015)		66.5%	67.2%	59.2%	\$100,000-\$199,999		NA NA	352	3,417 7,522
	ew Permits Auth (2015)		20	93	6,077	\$200,000-\$299,999		NA	200	6,031
	s % Existing Units		0.3%	0.2%	0.4%	\$300,000-\$399,999		NA	49	3,380
II .	emolitions (2015)		0	34	1,230	\$400,000 or More		NA	20	5,960
II .	ome Sales		NA	774	26,310					•
W.	edian Price	\$1	188,500	\$197,500	\$270,500					
11	ilt Pre-1950 share		29.5%	31.6%	29.3%					
	wner Occupied Dwellings 5 % Total Dwellings		4,823 69.4%	31,184	906,227					
11	bsidized Housing (2015)		1,050	70.4% 6,761	67.0% 172,556					
r		_	1,030	0,701	1/4,330					
	Labor Force	_								
Plac	ce of Residence (2015)					Connecticut Commuter	s (2014)			
			wn	County	State	Commuters Into Tow	m From:	Town Resid		
II .	bor Force	9,5		62,814	1,890,506	Killingly, CT	2,040	Killingly, C7	Γ	2,040
II.	nployed nemployed	8,8	573 566	58,845	1,782,269	Plainfield, CT Brooklyn, CT	739 620	Putnam, CT Plainfield, C	т	875 485
II .	employed employment Rate)%	3,969 6.3%	108,237 5.7%	Putnam, CT	570	Brooklyn, C		299
		/.\	370	0.370	3.770	Woodstock, CT	349	Norwich, CT		226
Plac	ce of Work (2015)	Tov	J7n	County	State	Thompson, CT	345	Windham, C		180
Un	its		99	2,740	116,246	Pomfret, CT	252	Hartford, CT		169
	tal Employment	8,7		39,379	1,662,822					
	12-'15 AAGR	98.5		90.2%	100.0%					
Mi	g Employment	1,80	57	6,149	79,612					
\Box	Other Information	on .								
·	ime Rate (2014)			Dictores	to Major Cities		Deci Jees	al Trailer		
"	Itule (2014)	Town	State	Distance	o major Cities	Miles		al Utilities Provider		
P	er 100,000 residents	1,209	2,167	Provider	ıce	23	Evers	ource Energy		
Lil	brary (2016)		m	Hartford	l	43	(800) Gas Pro	286-2000		
	Circulation per Capita		<i>Town</i> 4.87	Boston		55		viaer ource Energy		1
177	itemet Use per Visit		0.18	New Yo	rk City	136		989-0900		
			0.10	Montrea	l	271	Water P	rovider		
Fa	milies Receiving (2014)							ecticut Water C 286-5700	Company	
,		Mirror 4.5			Town		Cable Pi			
	emporary Family Assistance	e (1FA)			105			cast Communi	cation of C	T, LLC
Po	pulation Receiving (2014)				m			442-8525		
s	upplemental Nutrition Assis	stance P	rogram (S	SNAP)	Town 1,439					
			(C	,	_,					

Killingly, Connecticut

CERC Town Profile 2017 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



Demo	ographic	es .	_	-										
Population							Race/	Ethnici	ty (2011-201	15)				
•			Town	Cour		State			•	•	Tow		County	State
2000			16,472	109,0		3,405,565			e, Non-Hisp		15,32		-	2,487,119
2010			17,370	118,4		3,574,097			e, Non-Hisp	anic	29		2,620	370,501
2011-2015			17,250	117,4		3,593,222	Asia				40		1,445	150,670
2020			17,981	126,4		3,604,591		ve Am				0	450	8,908
'15 - '20 Growth	/Yr		0.8%	1.4	1 %	0.1%		er/Mult			87	_	6,849	283,800
			Town	Co	unty	State	Hisp	oanic (A	ny Race)		75	5	12,376	526,508
Land Area (sq. m	niles)		48		513	4,842					Tov	m	County	State
Pop./Sq. Mile (20		•	357		229	742	Pov	erty Ra	te (2011-201	15)	10.2	%	10.7%	10.5%
Median Age (201	,		42		40	40	Educ	ational	Attainment (2011-20	15)			
Households (201			6,951	44	,276	1,352,583	2000				Town		State	!
Med. HH Inc. (20	011-2015	i)	\$55,764	\$59	,392	\$70,331	Hig	h Schoo	l Graduate		4,147	34%	673,973	27%
							Ass	ociates	Degree		1,459	12%	183,289	7%
							Bac	helors o	r Higher		2,504	20%	925,607	38%
Age Distribution (.	2011-201	(5)												
5	0-4		5-14	4	1!	-24	25-4	-	45-		65	+	To	
Town	1,099	6%	1,677	10%	2,11	B 12%	4,484	26%	5,427	31%	2,445	14%	17,250	100%
County	6,107	5%	14,002	12%	16,97		29,167	25%	34,629	29%	16,590	14%	117,470	
State 1	191,445	5%	446,058	12%	492,86	4 14%	885,518	25%	1,035,059	29%	542,278	15%	3,593,222	100%
Econ	omics													
Business Profile (2	2015)						Ton I	ive Gr	and List (20.	14)				
DUSTICES I I OTTIC (4	EUIU)													
Sector	•			Un	iits En	ployment	xop 2	170 011	2110 Elist (20.	17)				Amount
					iits En 199	ployment 8,738	•		Generating	14)			\$10	
Sector Total - All Indus	stries			4	199	8,738	Lak	e Road	•	Í				9,936,552
Sector	stries			4	199 44		Lak Con	e Road mecticu	Generating	ower	ı		\$3	9,936,552 9,780,430
Sector Total - All Indus	stries n			4	199	8,738	Lak Con Day Uni	e Road mecticu ville Pi ted Nat	Generating t Light & Po operty Deve ural Foods	ower	ı		\$3 \$3 \$1	9,936,552 9,780,430 5,317,240 7,457,050
Sector Total - All Indus 23 - Construction	stries n cturing			4	199 44	8,738 132	Lak Con Day Uni Rite	e Road mecticu rville Pr ted Nat ! Aid D	Generating t Light & Po operty Deve ural Foods istribution	ower elopment			\$3 \$3 \$1 \$1	9,936,552 9,780,430 5,317,240 7,457,050 6,314,930
Sector Total - All Indus 23 - Construction 31-33 - Manufac 44-45 - Retail Tr	stries n cturing rade	đ Ware	housing	4	199 44 30 68	8,738 132 1,867 1,117	Lak Con Day Uni Rite	e Road mecticu rville Pr ted Nat ! Aid D	Generating t Light & Po operty Deve ural Foods	ower elopment			\$3 \$3 \$1 \$1	9,936,552 9,780,430 5,317,240 7,457,050 6,314,930
Sector Total - All Indus 23 - Construction 31-33 - Manufac 44-45 - Retail Tr 48-49 - Transpor	stries n cturing rade rtation an			4	99 44 30 68 10	8,738 132 1,867 1,117 1,039	Lak Con Day Uni Rite Net	e Road mecticu rville Pr ted Nat e Aid D Grand	Generating t Light & Po operty Deve ural Foods istribution List (SFY 2	ower Plopment 014-2015	5)		\$3 \$3 \$1 \$1 \$1,08	9,936,552 9,780,430 5,317,240 7,457,050 6,314,930
Sector Total - All Indus 23 - Construction 31-33 - Manufac 44-45 - Retail Tr	stries n cturing rade rtation an			4	199 44 30 68	8,738 132 1,867 1,117	Lak Cor Day Uni Rite Net <i>Majo</i>	e Road mecticu ville Pr ted Nat e Aid D Grand o Lay, l	Generating t Light & Po operty Deve ural Foods istribution List (SFY 2) opers (2014)	ower Plopment 014-2015	5) Staple	s Distri	\$3 \$3 \$1 \$1 \$1,08	9,936,552 9,780,430 5,317,240 7,457,050 6,314,930 4,341,779
Sector Total - All Indus 23 - Construction 31-33 - Manufac 44-45 - Retail Tr 48-49 - Transpor	stries n cturing rade rtation and e and Soci			4	99 44 30 68 10	8,738 132 1,867 1,117 1,039	Lak Cor Day Uni Rite Net <i>Majo</i> Frit	e Road mecticu ville Pr ted Nat e Aid D Grand Grand o Lay, l e Aid D	Generating t Light & Peroperty Deve ural Foods istribution List (SFY 2) opers (2014) inc.	ower elopment 014-2015	5) Staple United		\$3 \$3 \$1 \$1 \$1,08	9,936,552 9,780,430 5,317,240 7,457,050 6,314,930 4,341,779
Sector Total - All Indus 23 - Construction 31-33 - Manufac 44-45 - Retail Tr 48-49 - Transpor 62 - Health Care Total Governmen	stries n cturing rade rtation and e and Soci			4	199 44 30 68 10 52	8,738 132 1,867 1,117 1,039 1,147	Lak Cor Day Uni Rite Net <i>Majo</i> Frit	e Road mecticu ville Pr ted Nat e Aid D Grand Grand o Lay, l e Aid D	Generating t Light & Po operty Deve ural Foods istribution List (SFY 2) opers (2014)	ower elopment 014-2015	5) Staple United		\$3 \$3 \$1 \$1 \$1,08	9,936,552 9,780,430 5,317,240 7,457,050 6,314,930 4,341,779
Sector Total - All Indus 23 - Construction 31-33 - Manufac 44-45 - Retail Tr 48-49 - Transpor 62 - Health Care Total Governmen	stries n cturing rade rtation and e and Soci			4	199 44 30 68 10 52	8,738 132 1,867 1,117 1,039 1,147	Lak Cor Day Uni Rite Net <i>Majo</i> Frit	e Road mecticu ville Pr ted Nat e Aid D Grand Grand o Lay, l e Aid D	Generating t Light & Peroperty Deve ural Foods istribution List (SFY 2) opers (2014) inc.	ower elopment 014-2015	5) Staple United		\$3 \$3 \$1 \$1 \$1,08	9,936,552 9,780,430 5,317,240 7,457,050 6,314,930 4,341,779
Sector Total - All Indus 23 - Construction 31-33 - Manufac 44-45 - Retail Tr 48-49 - Transpor 62 - Health Care Total Governmen	stries in cturing rade rtation and e and Soci ent		stance	4	999 44 30 68 10 52 32	8,738 132 1,867 1,117 1,039 1,147 1,256	Lak Cor Day Uni Rite Net Majo Frit Rite Spir	e Road mecticu rville Pr ted Nat e Aid D Grand or Emplo o Lay, l e Aid D rol Inter	Generating t Light & Peroperty Develoral Foods istribution List (SFY 20) (2014) inc. istribution mational Co	ower elopment 014-2015 rporation	Staple United	1 Natura	\$3 \$1 \$1 \$1,08 bution al Foods, Inc	
Sector Total - All Indus 23 - Construction 31-33 - Manufac 44-45 - Retail Tr 48-49 - Transpor 62 - Health Care Total Government Educ 2016-2017 School	stries in cturing rade rtation and e and Soci ent cation		stance	4 Grades	999 44 30 68 10 52 32	8,738 132 1,867 1,117 1,039 1,147 1,256	Lak Cor Day Uni Rite Net Majo Frit Rite Spir	e Road mecticu rville Pr ted Nat e Aid D Grand or Emplo o Lay, l e Aid D rol Inter	Generating t Light & Peroperty Develoral Foods istribution List (SFY 20 Devers (2014) inc. istribution mational Co defended Test I Grade 3	ower elopment 014-2015 rporatior Percent A	Staple United 1 Above Goal (Grade	2015-2	\$3 \$1 \$1 \$1,08 bution al Foods, Inc	9,936,552 9,780,430 5,317,240 7,457,050 6,314,930 4,341,779
Sector Total - All Indus 23 - Construction 31-33 - Manufac 44-45 - Retail Tr 48-49 - Transpor 62 - Health Care Total Government	stries in cturing rade rtation and e and Soci ent cation		stance	4	999 44 30 68 10 52 32	8,738 132 1,867 1,117 1,039 1,147 1,256	Lak Con Day Uni Rite Net Majo Frit Rite Spir	e Road inecticurville Pr ted Nat e Aid D Grand o Lay, i e Aid D rol Inter	Generating t Light & Peroperty Development Generation List (SFY 20 Devers (2014) Inc. Inc. Inc. Inc. Inc. Inc. Inc. Inc.	ower elopment 014-201: proration Percent A } State	Staple United 1 Above Goal (Grade Town	2015-2 4 Stat	\$3 \$1 \$1,08 bution al Foods, Inc	9,936,552 9,780,430 5,317,240 7,457,050 6,314,930 4,341,779
Sector Total - All Indus 23 - Construction 31-33 - Manufac 44-45 - Retail Tr 48-49 - Transpor 62 - Health Care Total Government Educ 2016-2017 School	stries in cturing rade rtation and e and Soci ent cation		stance	4 Grades	999 44 30 68 10 52 32	8,738 132 1,867 1,117 1,039 1,147 1,256	Lak Con Day Uni Rite Net Majo Frit Rite Spir	e Road unecticu ville Pr ted Nat e Aid D Grand or Empl e Aid D rol Inter	Generating t Light & Peroperty Development Generation List (SFY 20 Devers (2014) Inc. Inc. Inc. Inc. Inc. Inc. Inc. Inc.	over elopment of the state of t	Staple United a Above Goal (Grade Town 39.4%	(2015-2 4 Stat 47.99	\$3 \$1 \$1,08 bution al Foods, Inc.	9,936,552 9,780,430 5,317,240 7,457,050 6,314,930 4,341,779
Sector Total - All Indus 23 - Construction 31-33 - Manufac 44-45 - Retail Tr 48-49 - Transpor 62 - Health Care Total Government Educ 2016-2017 School	stries in cturing rade rtation and e and Soci ent cation		stance	4 Grades	999 44 30 68 10 52 32	8,738 132 1,867 1,117 1,039 1,147 1,256	Lak Con Day Uni Rite Net Majo Frit Rite Spir	e Road unecticu ville Pr ted Nat e Aid D Grand or Empl e Aid D rol Inter	Generating t Light & Peroperty Development Generation List (SFY 20 Devers (2014) Inc. Inc. Inc. Inc. Inc. Inc. Inc. Inc.	ower elopment 014-201: proration Percent A } State	Staple United 1 Above Goal (Grade Town	2015-2 4 Stat	\$3 \$1 \$1,08 bution al Foods, Inc.	9,936,552 9,780,430 5,317,240 7,457,050 6,314,930 4,341,779
Sector Total - All Indus 23 - Construction 31-33 - Manufac 44-45 - Retail Tr 48-49 - Transpor 62 - Health Care Total Government Educ 2016-2017 School Killingly School	stries in cturing rade rtation and e and Socient cation of Year I District		stance	4 Grades	999 44 30 68 10 52 32	8,738 132 1,867 1,117 1,039 1,147 1,256	Lak Con Day Uni Rite Net Majo Frit Rite Spir	e Road unecticu ville Pr ted Nat e Aid D Grand or Empl e Aid D rol Inter	Generating t Light & Peroperty Development Generation List (SFY 20 Devers (2014) Inc. Inc. Inc. Inc. Inc. Inc. Inc. Inc.	over elopment of the state of t	Staple United a Above Goal (Grade Town 39.4%	(2015-2 4 Stat 47.99	\$3 \$1 \$1,08 bution al Foods, Inc.	9,936,552 9,780,430 5,317,240 7,457,050 6,314,930 4,341,779
Sector Total - All Indus 23 - Construction 31-33 - Manufac 44-45 - Retail Tr 48-49 - Transpor 62 - Health Care Total Government Educ 2016-2017 School Killingly School	stries in cturing rade rtation and e and Socient cation of Year I District		stance	4 Grades	999 44 30 68 10 52 32	8,738 132 1,867 1,117 1,039 1,147 1,256	Lak Con Day Uni Rite Net Majo Frit Rite Spir	e Road unecticu ville Pr ted Nat e Aid D Grand or Empl e Aid D rol Inter	Generating t Light & Peroperty Development Generation List (SFY 20 Devers (2014) Inc. Inc. Inc. Inc. Inc. Inc. Inc. Inc.	over elopment of the state of t	Staple United a Above Goal (Grade Town 39.4%	(2015-2 4 Stat 47.99	\$3 \$1 \$1,08 bution al Foods, Inc.	9,936,552 9,780,430 5,317,240 7,457,050 6,314,930 4,341,779
Sector Total - All Indus 23 - Construction 31-33 - Manufac 44-45 - Retail Tr 48-49 - Transpor 62 - Health Care Total Government Educ 2016-2017 School Killingly School	stries on cturing rade rtation and e and Soci ent cation of Year I District		stance	4 Grades	999 44 30 68 10 52 32	8,738 132 1,867 1,117 1,039 1,147 1,256	Lak Con Day Uni Rite Net Majo Frit Rite Spin Smar	e Road mecticurville Pr ted Nat e Aid D Grand or Emple o Lay, 1 e Aid D rol Inter	Generating t Light & Peroperty Development Generation List (SFY 20 Devers (2014) Inc. Inc. Inc. Inc. Inc. Inc. Inc. Inc.	ower elopment 014-2015 rporation Percent A 3 State 52.8% 53.9%	Staple United Above Goal Grade Town 39.4% 50.3%	(2015-2 4 Stat 47.99	\$3 \$1 \$1,08 bution al Foods, Inc.	9,936,552 9,780,430 5,317,240 7,457,050 6,314,930 4,341,779
Sector Total - All Indus 23 - Construction 31-33 - Manufac 44-45 - Retail Tr 48-49 - Transpor 62 - Health Care Total Governme Educ 2016-2017 School Killingly School	stries in cturing rade rtation and e and Soci ent cation d Year d District t (PSIS)	ial Assi	stance	Grades PK-12	999 44 30 68 10 52 32	8,738 132 1,867 1,117 1,039 1,147 1,256 nrollment 2,550	Lak Con Day Uni Rite Net Majo Frit Rite Spin Smar	e Road mecticurville Pr ted Nate Aid D Grand or Emplo o Lay, l e Aid D rol Inter	Generating t Light & Pe toperty Deve ural Foods istribution List (SFY 2) topers (2014) inc. istribution mational Co anced Test I Grade 3 Town 37.1% 45.3%	ower elopment 014-2015 rporation Percent A 3 State 52.8% 53.9%	Staple United Above Goal Grade Town 39.4% 50.3%	(2015-2 4 Stat 47.99	\$3 \$1 \$1,08 bution al Foods, Inc.	9,936,552 9,780,430 5,317,240 7,457,050 6,314,930 4,341,779
Sector Total - All Indus 23 - Construction 31-33 - Manufac 44-45 - Retail Tr 48-49 - Transpor 62 - Health Care Total Government Educ 2016-2017 School Killingly School Pre-K Enrollment Killingly School 4-Year Cohort Gr	stries in cturing rade rtation and e and Soci ent cation d Year d District t (PSIS)	ial Assi	stance (4)	Grades PK-12	999 44 30 68 10 52 32	8,738 132 1,867 1,117 1,039 1,147 1,256 nrollment 2,550	Lak Con Day Uni Rite Net Majo Frit Rite Spin Smar Ma EL. Rate	e Road mecticular price Price Nate e Aid D Grand or Emplo o Lay, l e Aid D rol Inter ter Bala th A	Generating t Light & Pe coperty Deve ural Foods istribution List (SFY 2: copers (2014) inc. istribution mational Co conced Test I Grade 3 Town 37.1% 45.3%	ower elopment of the control of the	Staple United Above Goal Grade Town 39.4% 50.3%	(2015-2 4 Stat 47.99	\$3 \$1 \$1,08 bution al Foods, Inc.	9,936,552 9,780,430 5,317,240 7,457,050 6,314,930 4,341,779
Sector Total - All Indus 23 - Construction 31-33 - Manufac 44-45 - Retail Tr 48-49 - Transpor 62 - Health Care Total Government Educ 2016-2017 School Killingly School	stries in cturing rade rtation and e and Socient cation d Year d District t (PSIS) d District raduation	Rate (2	stance	Grades PK-12	999 44 30 68 10 52 32	8,738 132 1,867 1,117 1,039 1,147 1,256 nrollment 2,550	Lak Con Day Uni Rite Net Majo Frit Rite Spin Smar Ma EL. Rate	e Road mecticular price Price Nate e Aid D Grand or Emplo o Lay, l e Aid D rol Inter ter Bala th A	Generating t Light & Pe toperty Deve ural Foods istribution List (SFY 2) topers (2014) inc. istribution mational Co anced Test I Grade 3 Town 37.1% 45.3%	ower elopment of the control of the	Staple United Above Goal Grade Town 39.4% 50.3%	(2015-2 4 Stat 47.99	\$3 \$1 \$1,08 bution al Foods, Inc.	9,936,552 9,780,430 5,317,240 7,457,050 6,314,930 4,341,779

Killingly, Connecticut CERC Town Profile 2018



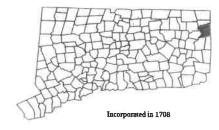
	Government								
Go	overnment Form: Council - Ma	nager							
T N Ii P	Ion-tax Revenue	\$59,682,387 \$33,225,714 \$26,456,673 \$22,398,430 \$1,935 67.4%	Educati Other Total II As % o Per Cap	ndebtedness (2016) f Expenditures	\$44,815,164 \$13,365,455	As % of Ex Eq. Net Gra Per Capita As % of Sta Moody's Bo Actual Mill Equalized M	and List (2016	\$1,657,9 \$ \$16)	97,135 64.2% Aa3 27.31 19.92
-[Housing/Real Estat	2							
Tot	sing Stock (2012-2016) al Units Single Unit (2012-2016) w Permits Auth (2017)	Town 7,824 64.2% 30	County 49,165 66.9%	State 1,493,798 59.1% 4,547	Distribution of House S Less than \$100,000 \$100,000-\$199,999 \$200,000-\$299,999	Sales	Town NA NA	County 153 352	State 3,417 7,522
As ' Der Hor	% Existing Units nolitions (2017) ne Sales dian Price	0.4% 2 NA \$187,300	0.3% 26 774 \$196,900	4,347 0.3% 1,403 26,310 \$269,300	\$300,000-\$299,999 \$300,000-\$399,999 \$400,000 or More Rental (2012-2016)		NA NA NA	200 49 20	6,031 3,380 5,960
Buil Own As S	It Pre-1950 share Pre-1950 share Cocupied Dwellings Total Dwellings Sidized Housing (2017)	30.1% 4,821 69.1% 933	31.2% 30,940 69.9% 6,130	29.7% 900,223 66.5% 168,576	Median Rent Cost-burdened Renter	S	<i>Town</i> \$917 49.4%	County \$852 51.4%	State \$1,094 52.5%
4	Labor Force								
Resi Une Self Tota	idents Employed idents Unemployed employment Rate -Employed Rate al Employers al Employed Quality of Life	Town 8,996 572 6.0% 8.3% 512 8,832	County 59,457 3,430 5.5% 8.1% 2,796 38,888	State 1,795,519 96,273 5.1% 9.9% 117,337 1,666,580	Connecticut Commuters Commuters Into Town Killingly, CT Plainfield, CT Putnam, CT Brooklyn, CT Thompson, CT Woodstock, CT Pomfret, CT	2,063 732 625 587 358 273 218	Town Resident Rillingly, C'Putnam, CT Plainfield, C Brooklyn, C Norwich, C'Hartford, C'Hartford, C'Hundham, C	T T C	uting To: 2,063 834 477 244 239 206 196
	ne Rates (per 100,000 residents Town operty 745	s) (2016) State 1,780	Distance t	o Major Cities	Miles		Provider		
Vi	olent 52 engaged Youth (2012-2016)	224	Hartford Boston	Cc	23 43 55	(800) Gas Pro			
Fei Ma	Town male 0.0% ale 8.4%	State 4.5% 5.5% Town	New Yor Montreal	-	136 271	(800) Water Pi Conn	ecticut Water (Company	
Lit	orary circulation per capita	5.24				(800) Cable Pr Atlan	286-5700		

Killingly, Connecticut

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Town Hall Belongs To

Town Haff 172 Main Street Killingly, CT 06239 (860) 779-5334 Belongs To Windham County LMA Danielson - Northeast

LMA Danielson - Northeast Northeastern Planning Area



De	emographi	cs												
Population							Race	Ethnici	ity (2012-20.	16)				
2000			Town	Coun		State				•	Tox		County	Stat
2000			16,472	109,09		,405,565			ie, Non-His <u>r</u>	panic	15,10		-	2,464,45
2010			17,370	118,42		5,574,097		k Alon	ie			53	2,692	372,69
2012-2016 2020			17,189	117,07		,588,570	Asi				41		1,555	152,78
'16 - '20 Grov	wth / Vr		17,981 1.1%	126,43 1.89		,604,591		ive Am				0	684	9,39
10 - 20 010	wui/ II					0.1%		er/Mult			90		6,981	284,58
			Town	Cou		State	HIS	panic oi	Latino		82	24	12,735	537,72
Land Area (s		•	48		513	4,842					Ton		County	Stat
Pop./Sq. Mile	•	•	356	-	228	741	Pov	erty Ra	te (2012-201	16)	11.2	!%	11.2%	10.49
Median Age			41	4.4.1	41	41	Educ	ational	Attainment (2012-20	016)			
Households (Med. HH Inc			6,974	44,		,354,713					Town		State	?
Meu. HH III	(2012-2010	2)	\$60,548	\$60,0	983	\$71,755	_		ol Graduate		4,043	33%	673,220	279
				Town		State			Degree		1,347	11%	184,426	7 9
Veterans (20)				1,144		188,759	Bac	helors o	or Higher		2,651	22%	938,319	389
Age Distributi	on (2012-20) 0-4		5-14		15-	24	25.4	1.0	45	C4			-	
Town	1,022	6%	1,781		2,141		25- 4 4,543	26%	45 5,228	30%	65 2,474		To:	
County	5,917	5%	13,783	12%	16,801		28,821	25%	34,696	30%	17,060	14% 15%	17,189 117.078	
State	188,812	5%	439,100	12%	494,529		878,077	24%	1,033,029	29%	555,023	15%	3,588,570	
			1		,020		0,0,0,,	2470	1,000,040	2570	555,025	1370	3,300,370	100%
= Ec	conomics													
Business Profi	le (2016)				_		Top I	ive Gr	and List (20	17)				
Sector				Uni		oloyment								Amour
Total - All In	dustries			51	2	8,832			Generating					4,544,07
23 - Construc	ction			4	8	141		_	& Power					0,342,76
31-33 - Man	afacturing			3	0	1,926		viiie Pi Lay	operty Deve	nopment				5,631,82
	•							-	ural Foods					5,281,84 7,251,55
44-45 - Retai	I Iraqe			6	9	1,175			List (SFY 20	015-2016	5)			7,231,33 6,789,53
48-49 - Trans	sportation an	d Ware	housing		9	1,034			•		-)		41,10	0,703,33
62 - Health C	Care and Soci	ial Assi	stance	5	5	1,159	<i>Majo</i> Frit	r Emplo Lav. I	yers (2014) nc.		Staple	s Distril	nution	
Total Govern	ment			3	2	1,237	Rite	Aid Di	istribution		United		l Foods, Inc.	
					_	1,401	Spir	ol Inter	national Cor	poration	1			
Ed	ducation	\neg												
2017-2018 Sci	hool Voor						C	n						
2017-2010 361	ibbi 1eui		G	rades	En	rollment	smar	ier Baid	nced Test P Grade 3		Dove Goal (Grade		017) Grad	p R
Killingly Sch	ool District		1	PK-12		2,523			Town	State	Town	State		Stat
							Mat	h	37.2%	53.1%	25.8%	50.0%	20.6%	
							ELA	1	48.8%	51.8%	41.1%	54.1%	49.1%	
D K D = "														
Pre-K Enrollm	ient (PSIS)				20	16-2017								
Killingly Sch	ool District				20	164	Rate	of Chro	nic Absentee	eism (20)	16-2017)			
•		Date #	1016 2017			104				(A
4-Year Cohort	Graauation	Rate (2	2016-2017) All	Fo	male	Male		necticu	-					9.99
			87.9%).9%	85.1%	Kill	ingly S	chool Distric	nt.				14.99
Connecticut			84.5%		9.5%	79.5%	Publi	c vs Pri	vate Enrollr	nent (20)	12-2016)			
Connecticut Killingly Sch	ool District		0-1-7-11											
Connecticut Killingly Sch	nool District		04.570							T	'own	Coa	unty	Stat
	nool District		04.370				Pub	lic			<i>'own</i>).8%		unty .0%	State 86.8%

Killingly, Connecticut CERC Town Profile 2019

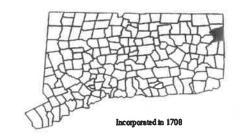


Caramana	7							
Government							-	
Government Form: Council - M	anager							
Total Revenue (2017)	\$60,884,366	Total E	expenditures (2017	\$58,173,946	Annual Del	ot Service (20	17) \$3,1	84,777
Tax Revenue	\$34,043,520	Educat	ion	\$44,788,575	As % of Ex	penditures		5.5%
Non-tax Revenue	\$26,840,846	Other		\$13,385,371	Eo. Net Gr	and List (2017	s1,772,2	52.233
Intergovernmental	\$22,586,845	Total I	ndebtedness (2017)	\$31,692,505	Per Capita	(03,206
Per Capita Tax (2017)	\$1,966		f Expenditures	54.5%	-	ate Average		68.4%
As % of State Average	67.1%	Per Cay	-	\$1,846		and Rating (20		
-			f State Average	73.4%	•	Rate (2017))173	Aa3 27.31
			ū			Mill Rate (2017)	7)	19.05
						rand List Com		
Housing/Real Esta	ate				70 01 NEI G	idid List Con	mid (2017)	10.570
	ite			5				
Housing Stock (2013-2017)	Town	County	State	Distribution of House S	Sales (2017)	Town	County	State
Total Units	8,080	49,577	1,507,711	Less than \$100,000		24	80	536
% Single Unit (2013-2017)	59.8%	66.2%	59.2%	\$100,000-\$199,999		90	376	5,237
New Permits Auth (2017)	30	134	4,547	\$200,000-\$299,999		80	339	6,681
As % Existing Units	0.496	0.3%	0.3%	\$300,000-\$399,999		18	110	3,863
Demolitions (2017)	2	26	1,403	\$400,000 or More		5	42	5,563
Home Sales (2017)	217	947	21,880	B				-,
Median Price	\$184,000	\$196,800	\$270,100	Rental (2013-2017)		Town	County	State
Built Pre-1950 share	29.5%	31.6%	29.3%	Median Rent		\$918	\$869	\$1,123
Owner Occupied Dwellings	4,721	31,142	906,798	Cost-burdened Renter	s	59.8%	52.2%	52.3%
As % Total Dwellings	66.8%	69.9%	66.6%		-			52.575
Subsidized Housing (2018)	834	5,827	167,879	•				
Labor Force]							
	Town	County	State	Connecticut Commuters	(2015)			
Residents Employed	9,176	60,560	1,827,070	Commuters Into Town	n From:	Town Resi	idents Comm	uting To:
Residents Unemployed	446	2,866	78,242	Killingly, CT	2,063	Killingly, C		2,063
Unemployment Rate	4.6%	4.5%	4.1%	Plainfield, CT	732	Putnam, C1		834
Self-Employed Rate	7.9%	8.1%	10.0%	Putnam, CT	625	Plainfield, (477
Total Employers	530	2,988	122,067	Brooklyn, CT Thompson, CT	587 358	Brooklyn, C Norwich, C		244 239
Total Employed	9,025	38,584	1,673,867	Woodstock, CT	273	Hartford, C		206
				Pomfret, CT	218	Windham, (196
Quality of Life								
Crime Rates (per 100,000 resider	nts) (2017)	Dietama	to Major Cities		Darling	-1 # fatte-:		A Parada
Town	its) (2017) State	Distance l	to Major Cities	Miles		al Utilities Provider		
Property 652	1,777	Provider	ice	23		source Energy	,	
Violent 110	228	Hartford		43		286-2000		
Disengaged Youth (2013-2017)		Boston		55	Gas Pro	vider		
Town	State		1.60			ource Energy		
Female 0.0%	4.2%	New Yo	-	136	(800)	989-0900		
Male 13.5%	5.6%	Montrea	l	271	Water P			
	Town					ecticut Water	Company	
Library circulation per capita	7.02				, ,	286-5700		
					Cable P	<i>rovider</i> tic Broadband	ı	
						ue broadband 574-8435	•	
					(7			

Killingly, Connecticut

CERC Town Profile 2019 Produced by Connecticut Data Collaborative

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Demographics				- No. 10 - 10 - 10 - 10 - 10 - 10 - 10 - 10			*******	-	-		-de,	
Population					Race/	Ethnicit	y (2013-201	7)	_	_		
-	Town	County		State			.,		Tow		ounty	State
2000	16,472	109,091	•	05,565			e, Non-Hisp	anic	15,19		•	2,446,049
2010	17,370	118,428	•	74,097	Blac Asia	k Alone -	•		30 26		2,617 1,565	376,240 156,450
2013-2017	17,160	116,674	•	94,478		n ve Ame	miann.		_	0	736	9,385
2020 '17 - '20 Growth / Yr	17,981 1.5%	126,432 2.6%	3,0	04,591 0.1%		r/Multi			88	_	7,839	294,408
17 - 20 GIOWUI7 11						anic or			79	_	12,946	551,916
Tand Assa (as miles)	Town 48	County 513		State 4,842					Том		County	State
Land Area (sq. miles) Pop./Sq. Mile (2013-2017)	355	227		742	Post	ertu Rat	e (2013-201	7)	11.2		11.1%	10.1%
Median Age (2013-2017)	41	43		41		•	•	•		,,		
Households (2013-2017)	7,066	44,529		61,755	Educe	ttional 1	Attainment (2013-20	17) Town		Stat	•
Med. HH Inc. (2013-2017)	\$54,868	\$62,553	-	73,781	Hiel	Schoo	l Graduate		4,040	33%	673,582	
(2022 2027)	4,	Town		State	-	ociates I			1,363	11%	188,481	
Veterans (2013-2017)		1,238	1	180,111			r Higher		2,772	22%	953,199	
,		1,250		,			•					
Age Distribution (2013-2017) 0-4	5-1	4	15-2	4	25-4	4	45-0	S4	65	+	To	tal
Town 1,094 696		11%	1,852	11%	4,447	26%	5,383	31%	2,564	15%		100%
County 5,832 5%	•		16,632	14%	28,476	24%	34,503	30%	17,777	15%		100%
State 186,188 5%	432,367	12% 4	95,626	14%	872,640	24%	1,031,900	29%	575,757	16%	3,594,478	100%
Economics	1			-							-	
Business Profile (2018)					Top I	ive Gro	and List (20)	(8)				
Sector		Units	Empl	loyment								Amoun
Total - All Industries		530		9,025			Generating					23,076,37
23 - Construction		44		148		-	& Power operty Deve	lonmon				56,040,45 34,585,81
31-33 - Manufacturing		32		2,221	•	o Lay	openy Deve	торинен				26,603,45
•				-		-	aral Foods					18,981,21
44-45 - Retail Trade		70		1,140			List (SFY 2	16-201	7)			36,583,97
48-49 - Transportation and W	urehousing	12		1,050					•			
62 - Health Care and Social A	ssistance	5S		1,247	Frit	o Lay,	oyers (2014) inc.			s Distri		
Total Government		28		1,185			istribution mational Co	rporatio		d Natura	al Foods, In	c.
Education					_					-		
2018-2019 School Year	_				Smar	ter Bal	anced Test F	ercent /	bove Goal	(2017-2	018)	
	-	Grades	En	rollment			Grade :	3	Grade	4	Gre	de 8
Killingly School District		PK-12		2501			Town	State	Town	Stat		
					Ma		58.2%	53.8%	46.7%	51.39		
					EL	n.	53.8%	53.1%	43.8%	54.99	6 57.09	6 56.19
Pre-K Enrollment (PSIS)			20	18-2019	Rate	of Chr	onic Absente	eism (20)17-2018)			
Villingly Coheal District			20	149		'						A
Killingly School District				173		nnectic						10.79
4-Year Cohort Graduation Rat	e (2017-2018) Al	l Fem	ale	Male			ichool Distri					13.6
Connecticut	88.39		.8%	85.1%	Publ	ic vs Pr	ivate Enroll			~		S4-
Killingly School District	85.5%	6 91.	.5%	78.7%	D	Lli-			T own 19.7%		ounty 2.0%	Star 86.8
						blic vate			0.3%		2.0% 8.0%	13.2
					rn	AGIC		- 1	.J.70		0.070	1,4,2

PuickFacts

ingly 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

	Owner-occupied hous	ing unit rate, 2013-2017
All Topics	Killingly town, Windham County, Connecticut	
Owner-occupied housing unit rate, 2013-2017	66.8%	#
1 PEOPLE		Knyston
Population		
Population estimates, July 1, 2018, (V2018)	17,287	Progregue
Population estimates base, April 1, 2010, (V2018)	17,372	
Population, percent change - April 1, 2010 (estimates base) to July 1, 2018, (V2018)	-0.5%	kewburgt:
Population, Census, April 1, 2010	17,370	
nd Sex		
Persons under 5 years, percent	6.4%	Ž:
Persons under 18 years, percent	△ 21.7%	
Persons 65 years and over, percent	4 14.9%	
Female persons, percent	å 51.8%	
Race and Hispanic Origin		New York
White alone, percent	4 91.5%	
Black or African American alone, percent (a)		23.8% - 65.5% - 65.1
American Indian and Alaska Native alone, percent (a)	a 0.0%	
Asian alone, percent (a)	. 1.5%	
Native Hawaiian and Other Pacific Islander alone, percent (a)	a 0.0%	
Two or More Races, percent	4.8%	
Hispanic or Latino, percent (b)	4.6%	The second Control of
White alone, not Hispanic or Latino, percent Population Characteristics	& 88.5%	Killingly town, Windham County,
Veterans, 2013-2017	1,238	Connecticut
Foreign born persons, percent, 2013-2017	5.4%	Ansonia town, New Haven County, Connecticut
		Avon town, Hartford County, Connecticut

Connecticut
East Windsor
town, Hartford
County,
Connecticut

KILLINGLY PLAN OF CONSERVATION AND DEVELOPMENT 2020 TO 2030

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.

 What makes Killingly attractive to you? Choose up 	to three most important to you.
Public facilities	Historical features
Quality of housing .	Nearness to employment
The school system	Rural nature of community
Commercial facilities	Recreation facilities
Do you feel adequate housing (number of residential Yes No No opinion	ial units) is available in Killingly?
3. Is the housing affordable to your family?	
Yes	
○ No	
No opinion	

gle family homes on lots smaller than 2 acre gle family homes on lots of 2 acres or larger tached single family homes in clusters artments for 3 or more families using for the elderly	
at all? It type of residential development should be should be smaller than 2 acregle family homes on lots of 2 acres or larger tached single family homes in clusters artments for 3 or more families	es
at all? It type of residential development should be should be smaller than 2 acress that the should be smaller than 2 acress that the should be should be smaller than 2 acress that the should be	es
t type of residential development sha gle family homes on lots smaller than 2 acre gle family homes on lots of 2 acres or larger tached single family homes in clusters artments for 3 or more families using for the elderly	es
gle family homes on lots smaller than 2 acre gle family homes on lots of 2 acres or larger tached single family homes in clusters artments for 3 or more families using for the elderly	es
gle family homes on lots smaller than 2 acre gle family homes on lots of 2 acres or larger tached single family homes in clusters artments for 3 or more families using for the elderly	es
gle family homes on lots of 2 acres or larger tached single family homes in clusters artments for 3 or more families using for the elderly	
gle family homes on lots of 2 acres or larger tached single family homes in clusters artments for 3 or more families using for the elderly	
tached single family homes in clusters artments for 3 or more families using for the elderly	
artments for 3 or more families using for the elderly	
using for the elderly	
o family homes	
ndominiums	
tive age-restricted (55+) adult housing	
one	
at features of the town do you feel n	need improvement? Choose up to three most important to you.
ultural activies	Shopping
re and EMT services	Medical services
chools	Police protection and law enforcement
pen Space	Roads and bridges
ecreation	Zoning regulations and enforcement
lunicipal services	None
	tive age-restricted (55+) adult housing one at features of the town do you feel nultural activies and EMT services chools pen Space ecreation

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	0	\bigcirc		Q
Snow plowing	\circ	\circ	\circ	
Police protection	\circ	\circ	\circ	0
Fire protection / rescue	\circ	0	\circ	0
Town hall services / hours	\circ	0	\odot	
Building code enforcement	\circ	0	\circ	0
Junk code enforcement	\circ	\circ	\circ	
Dog control	\circ	\circ	\circ	O
Internet connectivity	\bigcirc	\circ	\circ	Ō
Cell service	\circ	\circ	\circ	Ö
Street lights	\circ	\circ	0	0
Public Transportation	\circ	\circ	0	0
Pedestrian / bike lanes				O
Hiking trails / bike paths	\bigcirc	\circ	\circ	Ö
Community events	<u> </u>	0	\bigcirc	Ö
Service / activities for youth (e.g. recreational, ob placement, etc.)	\circ	0	\circ	0
Services / activities for senior citizens	0			0
Recycling	\circ	\circ	0	0
Notification about proposed development n your neighborhood	\circ	0	\circ	0
vailability of buildings school, firehouse, etc.) or public use	0	0	\circ	0
ublic recreational pportunities	\circ	\circ	0	\circ

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	
No opinion	

	11. Which of the following recreational facilities de	
	 Which of the following recreational facilities do important to you. 	you feel are needed? Chose up to three (3) most
	Children's playground	Ice skating
	Athletic fields	Tennis courts
	Swimming areas	Boating
	Picnic areas	Bicycle paths
	Fishing and hunting	Jogging trails
	Horseback riding	Hiking trails
	Golf course	Natural parks
	12. Would you support the development of additional Yes No No opinion	al Town recreational facilities (see examples above)?
: () (13. Are you familiar with the current recreational faci Yes No No opinion	lities?
1	4. Would you support establishment of localized hist Yes	torical districts?
	No opinion	
15	5. Would you favor town purchase of additional open	space?
\subset) Yes	
C) No	
C) No opinion	
16	. Killingly presently has limited public water service.	Should the town:
\circ	Maintain existing public water service as it currently exists.	
\bigcirc	Expand the current public water services.	

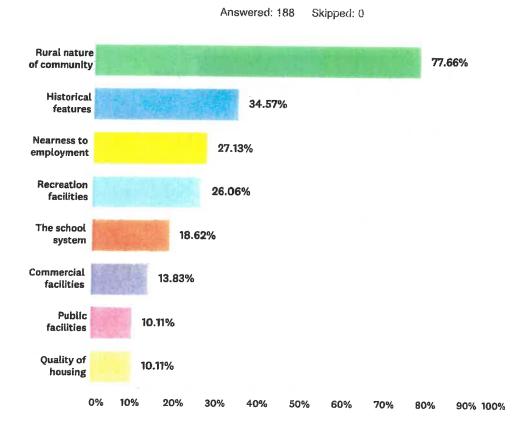
17. Killingly has limited town sewer service. Should the town:	
Maintain existing sewer service as it currently exists.	
Expand the current sewer services.	
18. What areas should be emphasized in the future planning for Killingly? Choose up to four most important to you.	
Protection of natural resources	
Commercial development	
Light industrial development	
had "	
Historical preservation	
Recreational facilities	
Municipal facilities	
Senior center	
Rural-residential development	
Affordable housing	
Retirement community facilities	
Open space preservation	
Apartment buildings	1
Downtown Danielson redevelopment	
the terms of Diagon check all that apply	
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	
e de de de la companio del companio del companio de la companio del companio della companio dell	
20. How many years have you lived in Killingly?	
O to 4	
5 to 10	
11 to 25	
More than 25	

21. How many persons in your family including yo	ourself?
1 or 2	
3 to 5	
6 to 10	
More than 10	
22. Current employment status (check all that appl	y):
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	Out of state
Elsewhere in Windham County	Not applicable
Outside of Windham County	,
24. What mode of transportation do you most often t	ISO to get to work/cahool?
(Walk	School bus
Personal vehicle	Bicycle
Carpool/rideshare	N/A (work at home/not employed/retired)
NECTD bus	
25. Your age bracket:	
Under 18	45-64
18-25	65 or older
25-44	

No schooling completed	Associate degree
Nursery school to 8th grade	Bachelor's degree
Some high school, no diploma	Master's degree
High school graduate, diploma or the eq GED)	quivalent (for example: Professional degree Doctorate degree
Some college credit, no degree	
Trade/technical/vocational training	
27. Do you rent or own your home/la	and?
Own home, live in Killingly	
Rent home, live in Killingly	
Own Property in Killingly, live elsewhere	è
Rent Property in Killingly, live elsewhere	B
28. Do you consider your housing to	be:
Above average	
Average	
Below average	
Poor	
29. If you own land, how many acres	s?
○ <1	50-99
<u> </u>	100 or more
<u>5-49</u>	
30. What type of structure is your ho	ome?
Single-family	
Two-family	
Multi-family (3-4 units)	

21 Hourdones	a com bonco	
Residence	se your home or property?	
Business (non-ag	ricultural)	
Business (agricult	tural)	
32. Household inco	ome (optional):	
Onder \$25,000		\$75,000-\$100,000
\$25,000-\$50,000		Over \$100,000
\$50,000-\$75,000		
33. Marital Status: V	What is your marital status?	
Single, never marri	ed	Divorced
Married or domestic	c partnership	Separated
Widowed		
34. Ethnicity origin (or Race): Please specify yo	ur ethnicity. (optional)
White	15	Native American or American Indian
Hispanic or Latino		Asian / Pacific Islander
Black or African Ame	erican	Other
35. Optional Addition	al Information	
Name		
Company		
Address		
Address 2		
City/Town		
State/Province	select state	
ZIP/Postal Code		
Email Address		
Phone Number		

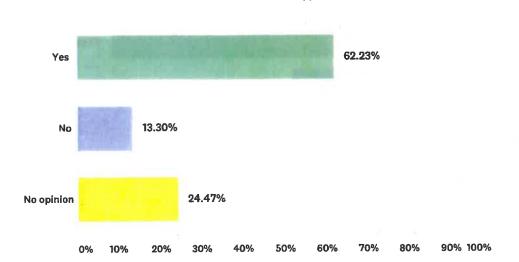
Q1 What makes Killingly attractive to you? Choose up to three most important to you.



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

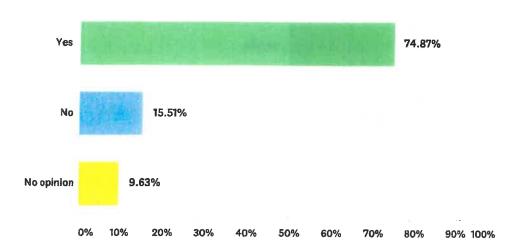
Answered: 188

Skipped: 0

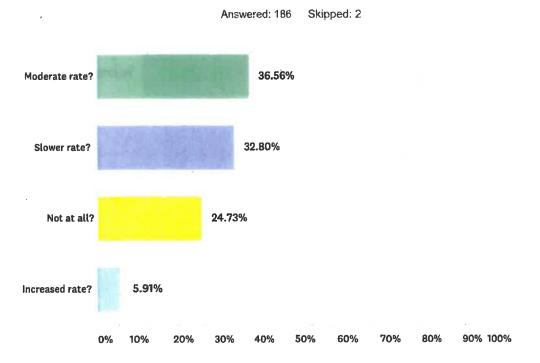


Q3 Is the housing affordable to your family?

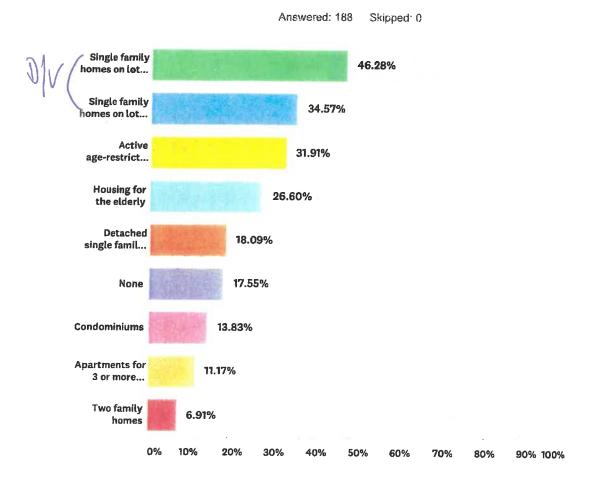




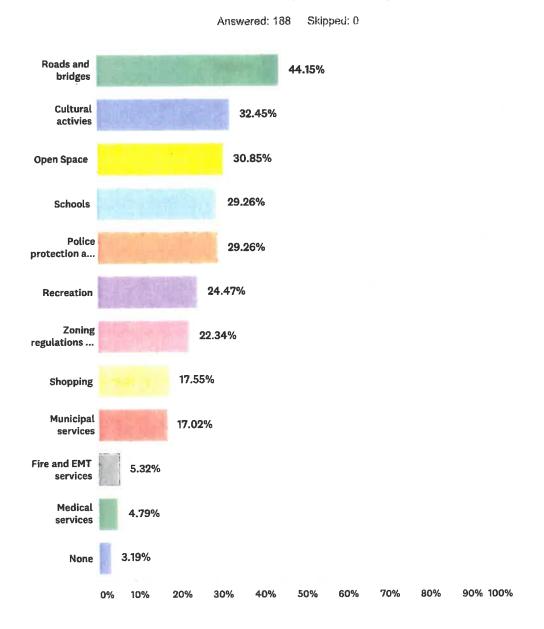
Q4 Should residential expansion continue at an:



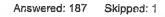
Q5 What type of residential development should be encouraged? Choose up to three (3) most important to you.

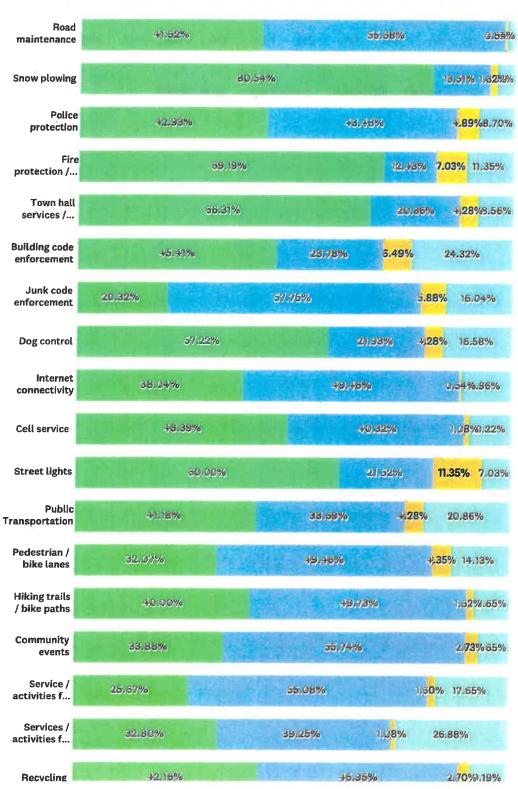


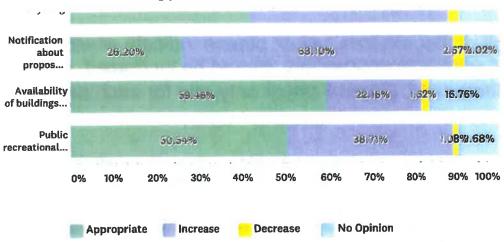
Q6 What features of the town do you feel need improvement? Choose up to three most important to you.



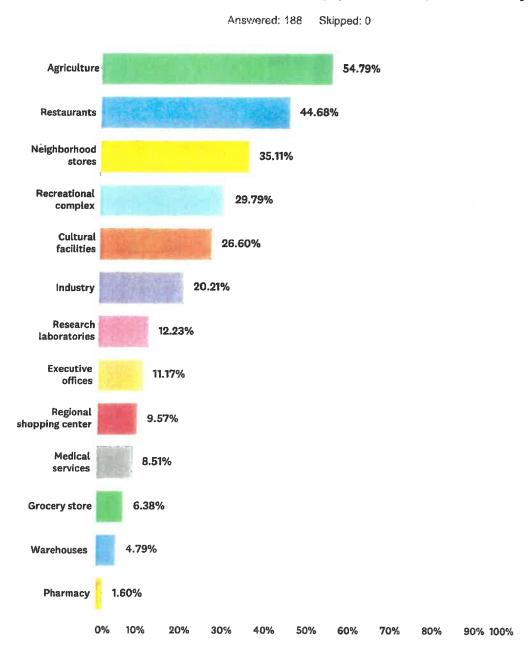
Q7 For each of the services below, please indicate whether you think the level of service is appropriate, should be increased, or should be decreased. (Please check only one for each service.)



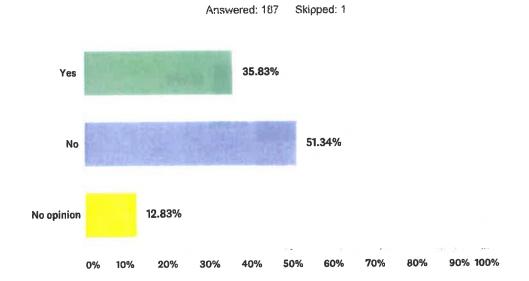




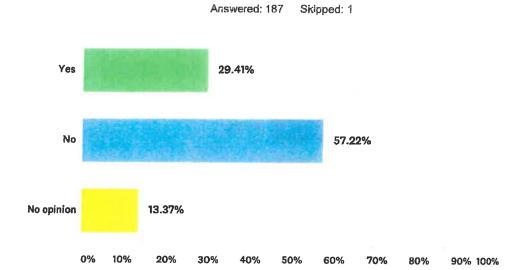
Q8 What types of non-residential development would you consider desirable? Choose up to three (3) most important to you.



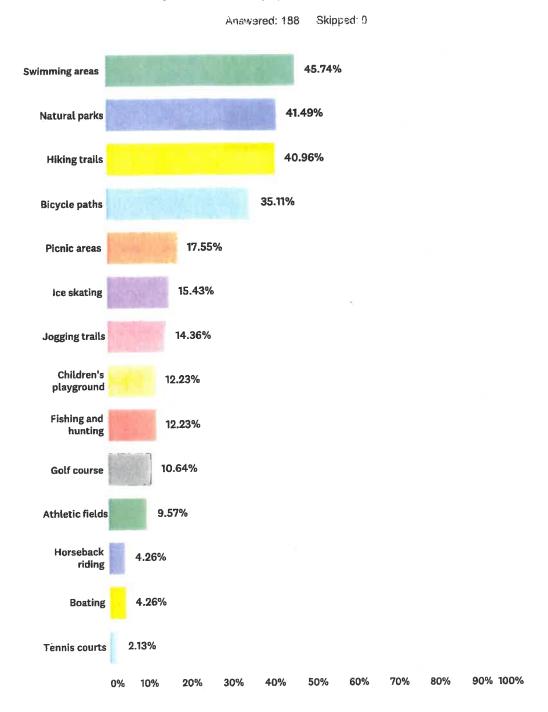
Q9 Should more land be available for commercial purposes?



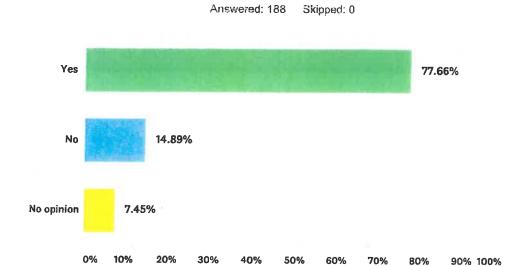
Q10 Should more land be available for industrial purposes?



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

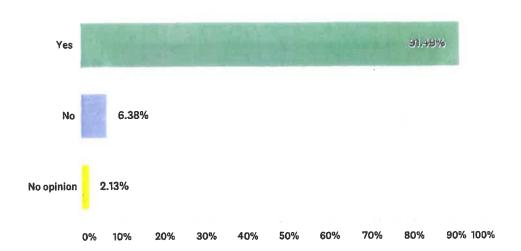


Q12 Would you support the development of additional Town recreational facilities (see examples above)?



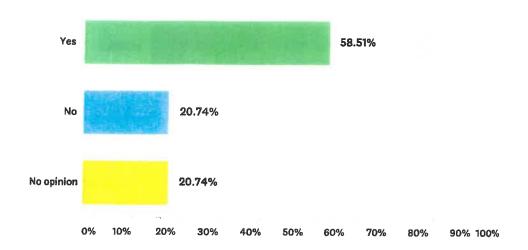
Q13 Are you familiar with the current recreational facilities?



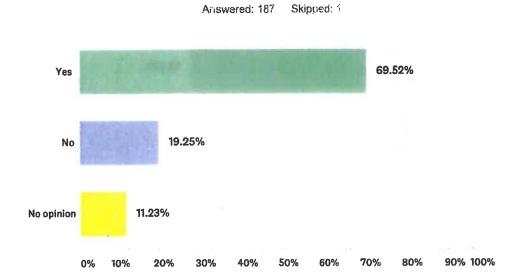


Q14 Would you support establishment of localized historical districts?



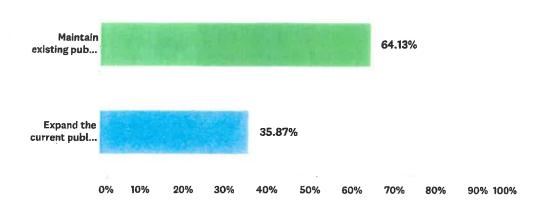


Q15 Would you favor town purchase of additional open space?

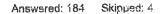


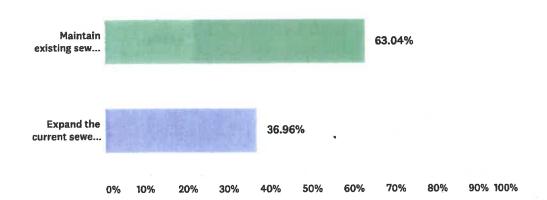
Q16 Killingly presently has limited public water service. Should the town:

Answered: 184 Skipped: 4

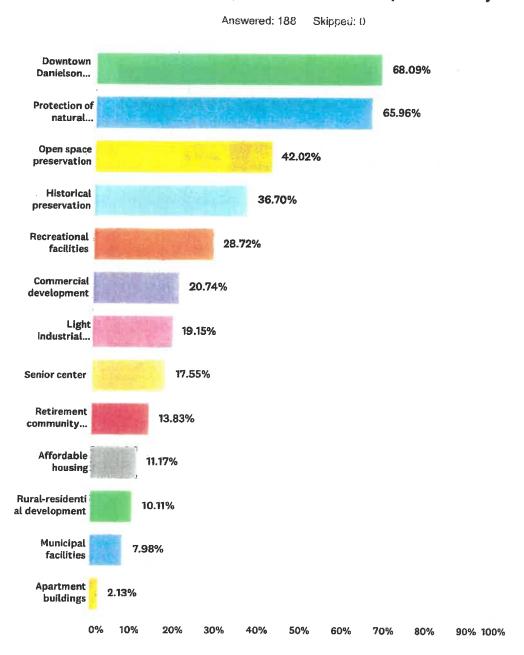


Q17 Killingly has limited town sewer service. Should the town:

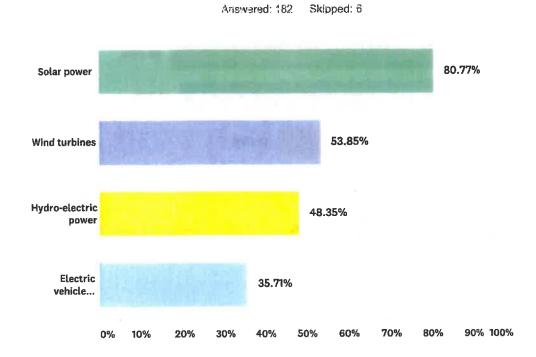




Q18 What areas should be emphasized in the future planning for Killingly? Choose up to four most important to you.

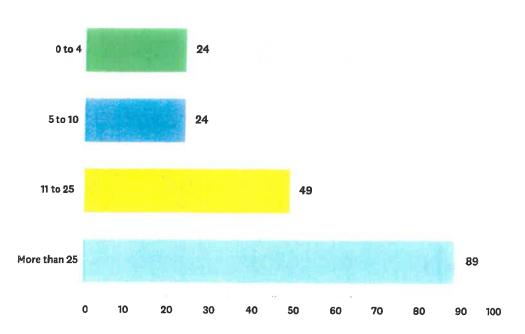


Q19 Of the following "Green Initiatives", which would you be in favor of? Please check all that apply.

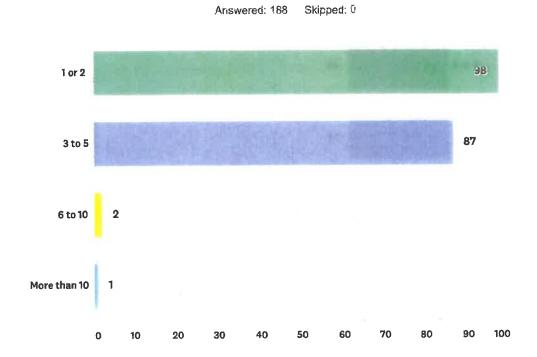


Q20 How many years have you lived in Killingly?

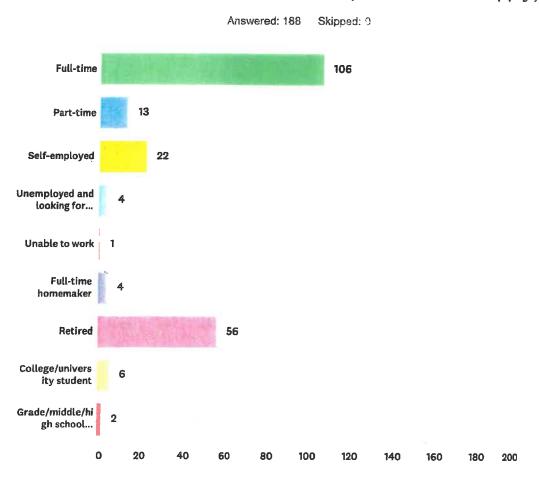
Answered: 186 Skipped: 2



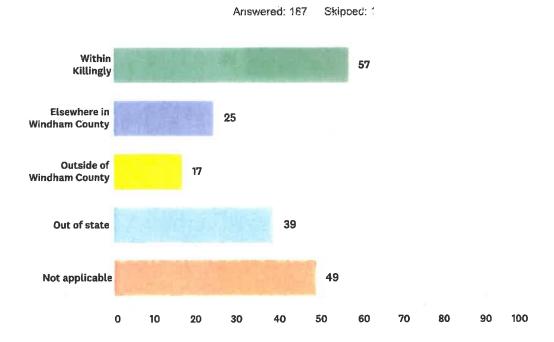
Q21 How many persons in your family including yourself?



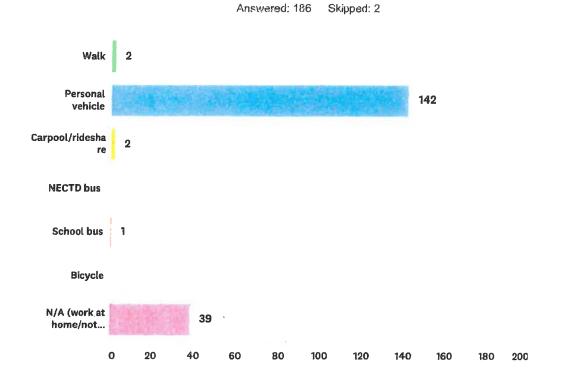
Q22 Current employment status (check all that apply):



Q23 Where do you work / attend school?

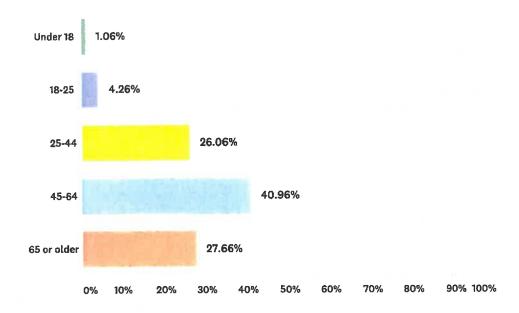


Q24 What mode of transportation do you most often use to get to work/school?

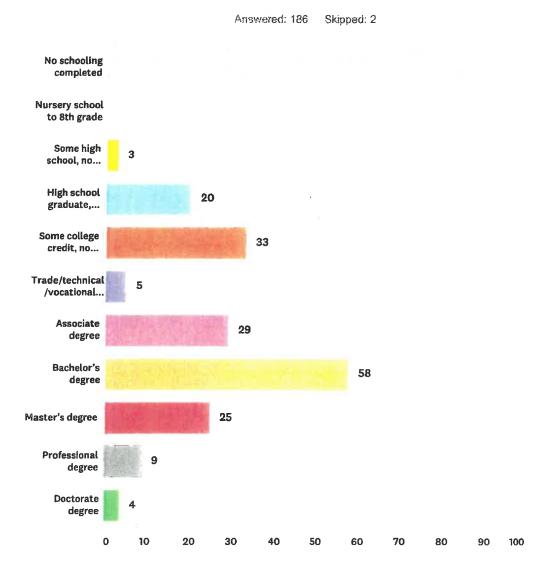


Q25 Your age bracket:

Answered: 188 Skipped: 0

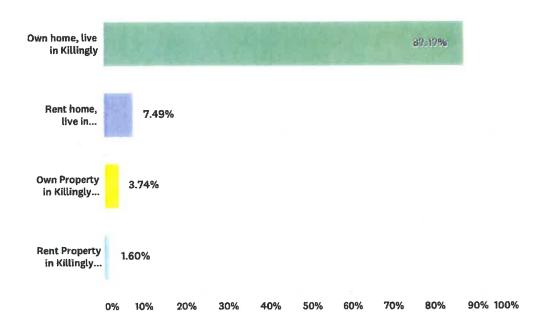


Q26 What is the highest degree or level of school you have completed? If currently enrolled, highest degree received.



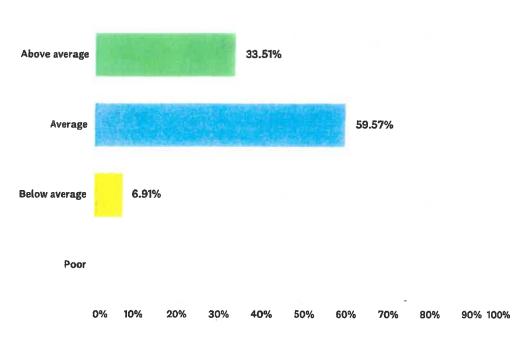
Q27 Do you rent or own your home/land?

Answered: 187 Skipped: 1

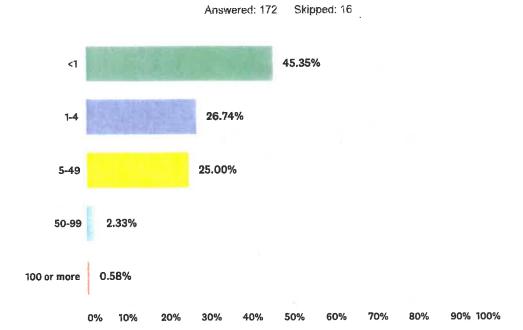


Q28 Do you consider your housing to be:

Answered: 188 Skipped: 0

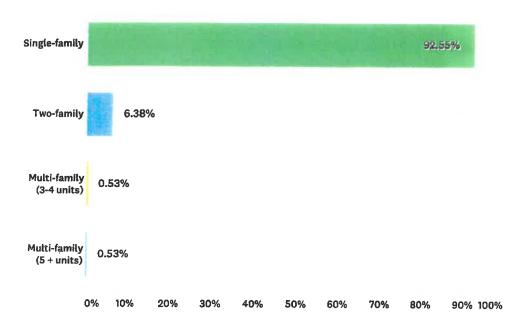


Q29 If you own land, how many acres?



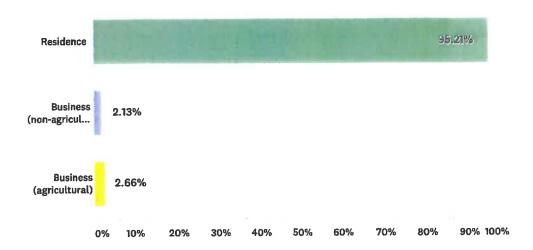
Q30 What type of structure is your home?

Answered: 188 Skipped: 9



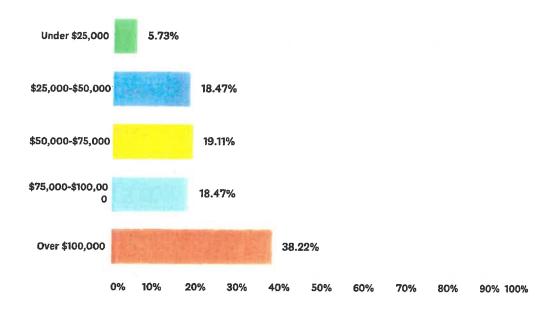
Q31 How do you use your home or property?

Answered: 188 Skipped: 0

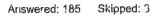


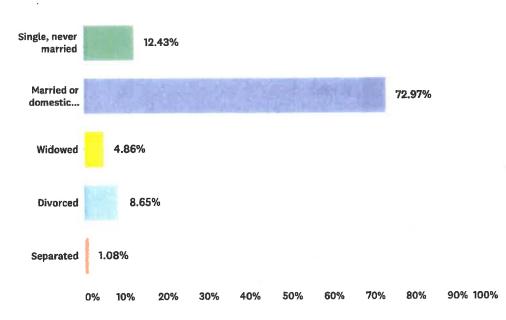
Q32 Household income (optional):

Answered: 157 Skipped: 31



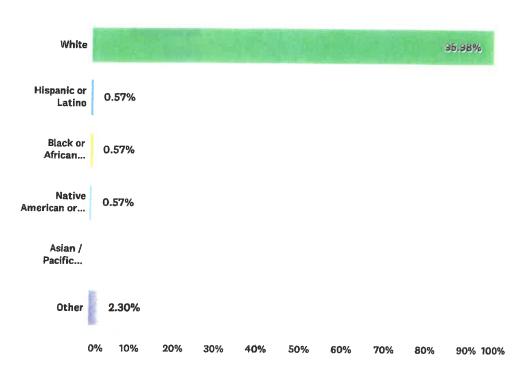
Q33 Marital Status: What is your marital status?





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
 - O What are other towns doing:
- Oppose Merger of Community Colleges
 - o Use our community college more
- Access to Revers, Lakes, Ponds
- School system
 - o Offer adult skills/training
 - Alternative for students (carpentry / welding / etc.)
- Recreation improve local offerings options for people to do something other than drugs boredom
 - o 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
 - o 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

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
 - o Put line item budget on website
- (1) Community Corps Agency [Neighbors helping neighbors
 - o (1) Community Education [Youth, Adult, Elder]
 - (1) Volunteer Center [Old High School / Library]
- (2) Elder Services / Advocate
 - o 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
 - o (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
 - o (8) Public access to water
 - o (3) Public swimming Mt. Hygeia
 - o (3) Swimming Opportunities; Quinebaug, Old Killingly Road
 - o (1) River Access Commerce Avenue Access; Access from Target
 - o Brochures for public access to conservation areas
 - o (3) River Trails
 - o (1) Increase Pollinator Habitat
 - o (0) Research 3rd category of 490 Land Open Space
 - o (1) Increase funding to open space land acquisition
 - o (1) Wetland Preservation
 - (7) Increase management/ quality of Town owned Trees, Remove and replace policies??
 Shade Trees
 - o (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)
 - o Focus on Condo style
 - o 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
 - o 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
 - o More Public Use
 - o 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
 - o ~ 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...

KILLINGLY PLAN OF CONSERVATION AND DEVELOPMENT 2020 TO 2030

APPENDIX "C" KILLINGLY BOARD OF EDUCATION (B.O.E.) PLANS

Killingly Board of Education Strategic Action Plan 2019-2022

Theory of Action: Goal #1 Create a proficiency based le Goal #2 Bring to life the KPS portrait : Strategies/Actions	arning system, ensuring e of a graduate with studer Persons Responsible	quitable achieve nts, staff, families Timeline	and the community, ensuring	all students are prepared for life success. Resources Reguired Resources available
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 toolsBuilding level leadership teams.	Resources needed Resources include: - Knowledgeworks Survey results Student performance data
and conficultin will transition to a	District Curriculum Council. Supported by: -Assistant Superintendent of schools -Curriculum coordinators -Building leadership teams	January of 2020	Creation of a completed implementation plan, supported by: -Audit reportBuilding level leadership teams.	Resources include: -Curriculum Implementation plan. -Knowledgeworks Survey results. -Student performance data
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.		graduation requirementsAlignment 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		als juho are collab	prative respectful standard	tive 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 schoolsBuilding leadership teams.		ncrease 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.	Supported by all KPS stakeholders.		Committee established 2019. Committee recommendations implemented by June 2020.	-Utilization of regional partnership. -Readings and resources on equity.
mprove 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	ncreased applications for job openings. Increased rates of job satisfaction on internal indicators.	Resources include: -Minority Teacher Recruitment grantMarketing resources.

Organizational Systems Theory of Action:

Goal # 4: Update facilities to provide a safe, healthy, adaptable learning environment conductive 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 reportPossible 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 DirectorDistrict Director of operationsCurriculum CoordinatorsBuilding Leadership.		Evaluation of learning spaces walkthrough completed by December 2019. Implementation of plan 2020- 2023	Resources Include: -Potential resources for flexible learning spacesResources to support "creative constructive learning" spaces within schoolsPotential 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	(Cal.)	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
prometra e e e e e e e e e e e e e e e e e e e	Assistant SuperIntendent of schools. Supported by: -Curriculum coordinators -Building leadership teams		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 classroomProfessional development resources related to students and traumaResources needed to support KSST on the building level.
mplement a plan to educate all stakeholders about Killingly Public Schools plan to support Social Emotional Learning (SEL).	B/E.	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 classroomCurrent data to support communication on community needs.
reate 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



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:

- 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?

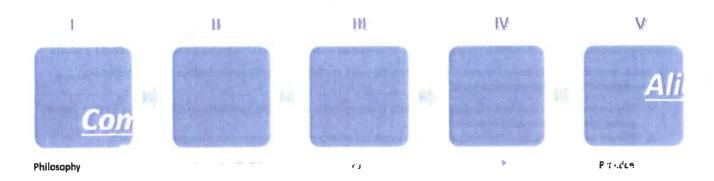
Focusing on these questions and building upon the great work in place in the Killingly Public Schools, the Strategic Planning team has Identified the necessary goals and suggested strategies to guide the work of ensuring all students are ready to succeed in a global community, over the next three to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

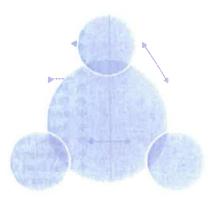


The Killingly Board of Education endo sed this process in May 11.11, in more that Subterful Controlled Committee consisting of key stakeholders to guide and oversee the entire Strategic Planning process. This thereing Controlled Encludes Environment administration, staff, parents and community members. A subgroup, the Strategic Planning Team, comprised or several Steering Committee members and additional stakeholders was controlled to the state of the Environment Enviro

Killingly Strategic Planning Steering Committee	Killingly Strategic Planning Team
John Burns, Board of Education Chair	 Steve Rioux, Superintendent
❖ Greg Biggs, Board of Education	 Paul Brenton, Assistant Superintendent
❖ Steve Rioux, Superintendent	 Greg Biggs, Board of Education
 Paul Brenton, Assistant Superintendent 	 Lydia Rivera-Abrams, Board of Education
Tina Chahanovich, KMS Principal	 Dave Griffiths, Town Council
Emily Caviggia, KCS Principal	 Mary Bromm, Town Representative
Christina Drowne, KCS Parent	Marcia Griffiths-Farquhar, Assistant Dir. Pupil Services
❖ Lisa Vance, KIS Teacher	Sally Sherman, GECC Director
❖ Amanda Loomis, KHS Teacher	❖ Dennis Waish, GECC Parent
◆ Peter Covey, KHS, Parent	❖ Emily Ross, Parent
Sally Sherman, GECC Director	Emily Caviggia, KCS Principal
	♦ Meg Walker, KCS Teacher
	❖ Christina Drowne, KCS Parent
	Danielle Montville, KCS Parent
	❖ Jessica Mongeau, KCS Parent
	❖ Melissa Brown, KMSTeacher
	♦ 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.

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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:

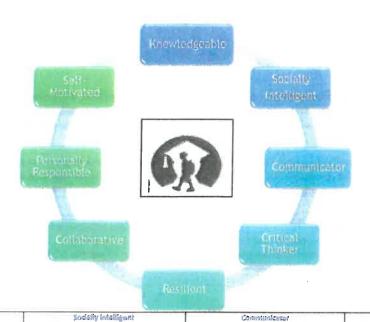
- Challenging all students to achieve to their highest potential
- Fostering compassion for human diversity
- Developing creative innovators
- Supporting students to respond to an ever changing world

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:



(DRAFT) Portrait of a Killingly Graduate



Knowledgesble	Socially intelligent	Commitmicator	Critical Thinker
Daveloping strong foundational skills. Make	The ability to interact with others in a way	Speaking and writing with clarity. Listening	Rhising questions driven by curiosity to
mistakes, build on knowledge, and apply to	that demonstrates respect, empathy.	actively. Knowing your audience,	increase understanding
new situations. Succeed as a learner, worker.	fieldblity, and open mindedness	understanding the purpose, and choosing	
citizen		precise language. If appropriate incorporating	
		technologies to enhance ideas.	
Redilent	Collaborator	Personally Responsible	Salf-anotivated
Steking and accepting new challenges and	Taking responsibility for yourself and your	Acting with integrity and empathy, while	Loarning to advocate for oneself, taking
being able to adapt to change	team. Listening with empathy and	demonstrating personal accountability and	responsibility for learning and behavior.
	understanding with compitment to share success	making a positive contribution to society	Demonstrating initiative to achieve goals driven by passion.

Knowledgesble



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

Instructional Le	adership/Academics Weakness
 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 	 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) State average Killingly 53% grade 3 50% grade 4 % 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

Strength X 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	Weaknesses 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)
 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 	KCS and KIS higher

School communications

Community engagement

(all above from community survey)

Fiscal responsibility

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

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
 - o Compliance issues related to ESSA (Every Student Succeeds Act) passed by Congress in August 2016
 - o New Testing and Educator Evaluation
 - o New student Assessments SBAC -- Testing of 21st Century Skills and Content
 - o Implementation of Common Core State Standards Increased learning expectations in Language arts, Math, Social Studies and Science
 - o Student-Centered Learning Personalization, Choice and Mastery
 - o New models of professional learning for Adult-Centered Learning
 - o Digital Impact on Learning

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

External Data Summary

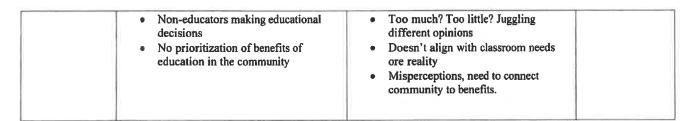
Area	Issues	Impact in the next 1-3 years	
I. Education (local, state, national issues/mandates) ESSA (Every Student Succeeds	 Lack of funding to meet student needs Misalignment of accountability measures Student needs are diverse and complex 	 Limited resources Misappropriation of teaching focus to test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

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

	 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	
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	in the next 1-3 years 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



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/Chailenges 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 menta 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		If only we can	
4	stabilize teacher retention, students' learning will suffer and they may feel less connected to school.	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	if only we can	
4	renovate our elementary schools we will not be able to provide appropriate resources to meet student and society needs.	derenovate our schools, we can maximize our conditions for learning	
Unless	we	If only we can	
4	outfit all schools with air conditioning, we cannot consider new school year models (year-round).	renovate our schools, we can maximize our conditions for learning	
Unless	we	if only we can	
4	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.	Maximize home/school communication, then Maximize home/school communication, then Leading the school communication, then Parents will know how to help their children	
Unless	we	if only we can	
4	increase state funding and local funding, we cannot address the needs of all students (including gifted-talented and struggling learners).	maintain high expectations, student achievement will continue to increase.	
Unless 1	we	If only we can	
4	start measuring what matters, achievement gaps will continue.	 align our grading and reporting systems to proficiency based measured, then students will demonstrate 21st century skills. 	
Unless v	ve	If only we can	
	support the social emotional needs of students, children will not be available for learning. (emotionally, cognitively)	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 description secure 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	If only we can
control unfunded and partially funded state and federal mandates, there will be less funding for the school districts identified needs.	increase advocacy to elected officials to reduce/rescind unfunded mandates.
Unless we	If only we can
 can correct the negative perception of education, teachers and schools, our school system will be undervalued and not supported. 	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 d. 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	if only we can
address the needs of children living in poverty, we will not close the achievement gap.	implement programs and strategies to address this population, we can break the cycle of poverty.
Unless we	If only we can
provide enrichment to our high achieving students they may disconnect from school or not reach their true potential.	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 whole child.
Unless we deducate 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 all 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 all 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
- 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. B.	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.	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

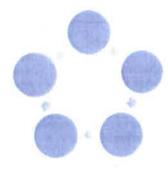
- A. KPS will provide a safe, healthy and supportive environment for learning where students build resilience through the integration of social, emotional and academic skills
- B. KPS will cultivate positive student, family, community partnerships that support learning, build pride and recognize the 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

Goal # 1 Create a proficiency based le Goal # 2 Bring to life the KPS portrait	aming system, ensuring of a graduate with stude	equitable achiever its, staff, families	ment opportunities for all stud and the community, ensuring	dents 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 -Bullding leadership teams		Creation of a completed audit report, supported by: -Knowledgeworks assessment toolsBuilding level leadership teams.	Resources Include: -Knowledgeworks Survey results. -Student performance data
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 reportBuilding level leadership teams.	Resources include: -Curriculum implementation plan. -Knowledgeworks Survey results. -Student performance data
to support a proficiency based learning system and the portrait of a graduate.			-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.

Goal # 3. KPS will recruit and retain	highly effective profession	als who are collab	orative, respectful, support	ive and reflective critical thinkers
Strategles/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		Training for identified coaches. Additional tutoring resources to support coachin hours.
Create, implement and monitor a consistent and coherent system for collaborative professional learning communities (PLC's) PreK-12.	Districtwide PDEC Committee.	May 2020	established. Monitoring system	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		Ongoing 2019- 2022	In process, initial PD established for Day #3 of admin institute.	Support from Network resources -D. Uliman 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 SuperintendentEquity Committee -CT SDE.	Ongoing 2019- 2022	Increased applications for ob openings. Increased rates of job satisfaction on internal Indicators.	Resources include: -Minority Teacher Recruitment grantMarketing resources.

Organizational Systems Theory of Action:

Goal #4. Update facilities to provide a safe, healthy, adaptable learning environment conductive 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.

Strategles/Actions	Persons Responsible	Timeline	Benchmark/Status	Resources Required Resources available Resources needed
Ensure that Kiliingly 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.		Ongoing 2019- 2022	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 nclude upgrades to building nfrastructures that support a student earning 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.
takeholders about Killingly Public 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 classroomCurrent 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.		Ongoing 2019- 2022	Increased enrollment in activities which connect students to the school environments.	Resources include: -Grant funds to support out of classroom activities.

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.)	How often will	Duration of Timeline	360 Degree Communication	Other
Merge Draft POG Created during strategic planning with district work group version.	identified administration and teachers	District PD	1×	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	PTO and other school governance groups	Meetings	Annually	May-June 2019	Superintendent and representatives from the Steering Committee	
Mission and Core Values of Killingly drive decision making?	Community Elected Officials	Town Meeting	Annually	May-June 2019	Feedback will drive continued communication or	
	Parents/Caregivers	Open House Website, Newsletters	Annually Ongoing	Fall 2019	others as identified	
	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 Communicati Communication	Stakeholder group	Format	Frequency -	Duration or	360 Degree	Other
Message- What is the message you want to deliver?	message is going to whom? (Community, parents, staff, students, etc.)	(email, Facebook, newsletter, twitter, etc.)	How often will message be delivered?	Timeline	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)	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	Viliager Newspaper	weekly			
Social Service organizations offer and provide awards to students (Lions, Elks, etc.)	Students Teachers Administrators	Scholarships Improvement award Recognition				

Stakeholder group message is going to whom? (Community, parents, staff, students, etc.)	Format (email, Facebook, newsletter, twitter, etc.)	Fréquency – How often will message be delivered?	Duration or Timeline	360 Dégree Communication	Other
Students in KPS	Face to face Correspondence	TBD			
Local businesses & organizations	Coordination from the Career Center	Annually	40 hours by HS graduation	Formal feedback from the hosting organization to the school	
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
Heip us identify	Brand Motto logo "We are Killingly"	On everything		Build on the quiet corner	Survey other school website
Town Council/BOE	F2F presentation Website recorded				
	message is going to whom? (Community, parents, staff, students, etc.) Students in KPS Local businesses & organizations Voters (those with no children in school) Help us identify	message is going to whom? (Community, parents, staff, students in KPS Local businesses & Coordination from the Career Center Voters (those with no children in school) Help us identify Town Council/BOE Messetter, twitter, etc.) Face to face Correspondence Coordination from the Career Center Monthly mailer Brand Motto logo "We are Killingly" F2F presentation Website	message is going to whom? (Community, parents, staff, students in KPS Local businesses & cordination from the Career Center Voters (those with no children in school) Help us identify Town Council/BOE Monthly F2F presentation website [community, twitter, etc.]	message is going to whom? whom? (Community, parents, staff, students in KPS Local businesses & cordination from the Career Center Voters (those with no children in school) Help us identify Town Council/BOE [email, Facebook, how often will message be delivered? TBD TBD TBD TBD Annually 40 hours by HS graduation Monthly mailer Monthly Monthly mailer On everything logo "We are Killingly" Town Council/BOE F2F presentation Website	message is going to whom? Icemail, Facebook, how often will message be newsletter, newsletter, twitter, etc.) Tommunity, parents, staff, students, etc.) Table Tomnal feedback from the hosting organization to the school Tothers The parallely and the parallely of the parallely organization to the school Table Table

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.		
РТО	Parent Teacher Organization	Parent organization of school aged children who work collaboratively w 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 aregreat