

GRISWOLD FORWARD 2.0

STRATEGIC ROADMAP

2026 - 2031

Griswold Forward 2.0

Copyright © 2026 Griswold Public Schools

All rights reserved. This book or any portion thereof may not be reproduced or used in any manner whatsoever without the express written permission of Griswold Public Schools.

First Edition: August 2026

griswoldpublicschools.org

Introduction

Griswold Forward 2.0 serves as our strategic roadmap for the next five years. The name of our plan says it all—moving forward, while acknowledging the present and honoring the past. That is the Griswold way. This plan embraces our deepest traditions while pushing toward the future, ensuring we bring every student along with us on this journey.

This roadmap is a natural evolution of our previous strategic plan, Griswold Forward, which guided our district from 2021 through 2026. When we initiated that first version, our primary goal was to advance beyond the disruptions triggered by the COVID-19 pandemic. During that time, student well-being became our primary focus, supported by a commitment to personalized and blended learning and a recommitment to the implementation of research-based instruction.

Griswold Forward 2.0 is the bold, exciting next chapter in our commitment to elevating every student's growth and experience. Forged from the voices, ideas, and collective experiences of our entire community, this booklet presents an ambitious five-year blueprint dedicated to educating for excellence. By integrating the feedback and viewpoints of our constituents, we have created a plan that is both a reflection of our community's values and a catalyst for our students' success. Together, we continue our march forward.

Sincerely,

Sean P. McKenna
Superintendent of Schools



The development of Griswold Forward 2.0 was a deliberate and collaborative effort. Throughout the 2025-2026 school year, our design team dedicated significant time to reviewing our previous plan, analyzing survey data, and taking a critical look at our current approaches to teaching and learning. Our goal was clear: we wanted to envision how to integrate both evidence-based and future-driven practices into our daily work to ensure this next roadmap is entirely student-centric.

A pivotal part of this process involved working with Shawn Rubin from Throughline Learning. Our team met at the Cambridge Innovation Center in Providence, Rhode Island, a few times in the Fall of 2025 to engage in crucial conversations and road-test our thinking. These sessions allowed us to brainstorm new possibilities and design a roadmap that does more than just list goals and steps—it is intended to excite our colleagues, honor our long-standing traditions, and inspire creativity and innovation among our students, faculty, staff, and community members.

It was deeply important to the design team that our goals make sense to everyone in the Griswold family. To achieve this, we aligned simple, direct belief statements with each goal. This ensures a solid association with our values and our actions, giving real meaning and a clear charge to the work we will do together over the next five years.

Griswold Forward 2.0 Design Team

SEAN MCKENNA, SUPERINTENDENT

GLENN LABOSSIERE, ASSISTANT SUPERINTENDENT

NANCY COOLIDGE, GHS SCIENCE TEACHER

LAURIE LABOSSIERE, GMS LIBRARY MEDIA SPECIALIST

DAWN HEASLEY, GES LIBRARY MEDIA SPECIALIST

JESSICA GILLESPIE, TLI DIRECTOR OF INSTRUCTIONAL IMPROVEMENT

PATRICIA FEENEY, TLI DIRECTOR OF INSTRUCTIONAL IMPROVEMENT

STEVEN BOURQUE, GMS ASSISTANT PRINCIPAL

WITH SPECIAL THANKS TO

KAYLA HEDMAN, MARKETING & COMMUNICATIONS DIRECTOR

SHAWN RUBIN, THROUGHLINE LEARNING

Griswold Board of Education

STUART R. NORMAN, JR., CHAIR

TERRY CHOLEWA, VICE CHAIR

KIMBERLY NEILSON, SECRETARY

EILEEN EGO

JAIMEE O'NEILL-EATON

YVONNE M. PALASKY

CATHY WASELIK

Griswold Public Schools Administrators

SEAN MCKENNA, SUPERINTENDENT

GLENN LABOSSIERE, ASSISTANT SUPERINTENDENT

PATRICIA FEENEY, DIRECTOR OF INSTRUCTIONAL IMPROVEMENT

JESSICA GILLESPIE, DIRECTOR OF INSTRUCTIONAL IMPROVEMENT

CHRIS CHAMPLIN, DIRECTOR OF STUDENT SERVICES AND SOULE STREET ACADEMY

KATHRYN SAWARYN, ASSISTANT DIRECTOR OF STUDENT SERVICES

ERIK CHRISTENSEN, DIRECTOR OF FISCAL & PERSONNEL SERVICES

STEPHEN CRAVINHO, DIRECTOR OF CAMPUS-WIDE ATHLETICS & ACTIVITIES

KYLE GUNDERMAN, DIRECTOR OF TECHNOLOGY

THOMAS O'CONNOR, DIRECTOR OF FOOD SERVICES

THOMAS VERVILLE, DIRECTOR OF FACILITIES

ERIN PALONEN, PRINCIPAL, GRISWOLD HIGH SCHOOL

ARTHUR HOWE, ASSOCIATE PRINCIPAL, GRISWOLD HIGH SCHOOL

LOUIS ZUBEK, PRINCIPAL, GRISWOLD MIDDLE SCHOOL

STEVEN BOURQUE, ASSISTANT PRINCIPAL, GRISWOLD MIDDLE SCHOOL

JOSEPH BORDEAU, PRINCIPAL, GRISWOLD ELEMENTARY SCHOOL

JACQUELINE LOVE, ASSISTANT PRINCIPAL, GRISWOLD ELEMENTARY SCHOOL

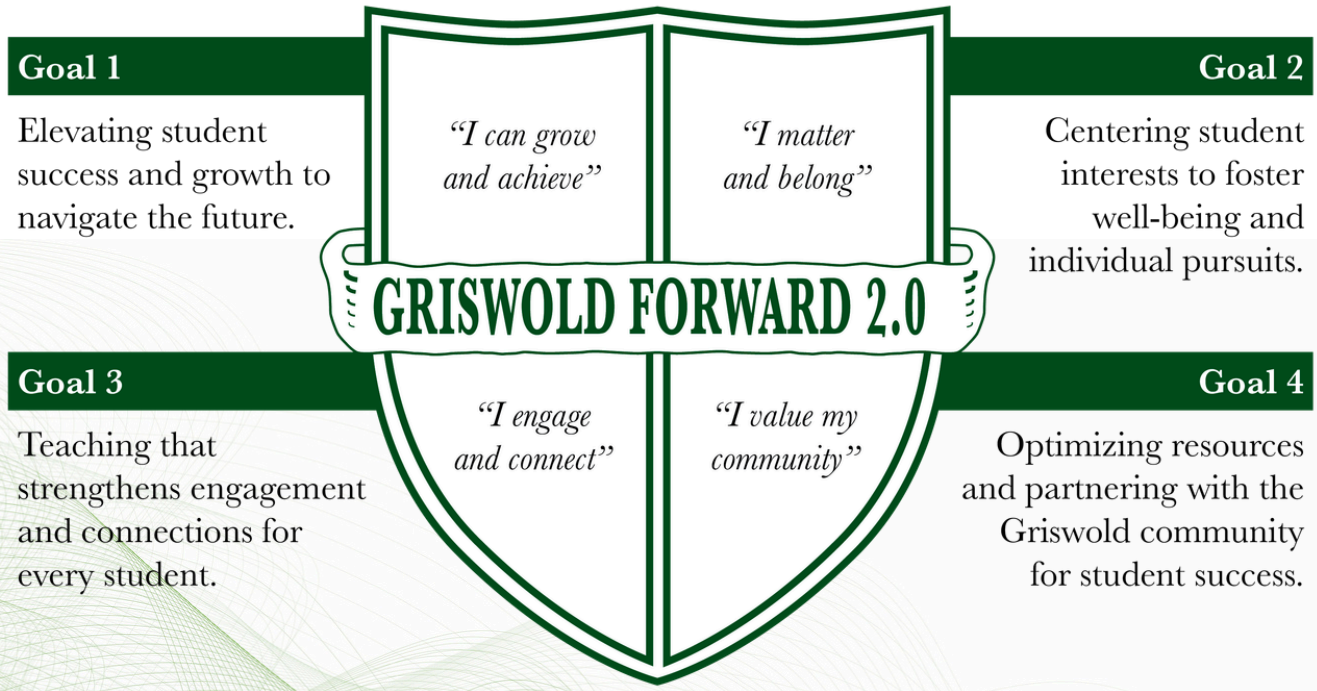
GRISWOLD PUBLIC SCHOOLS
STRATEGIC ROAD MAP

MISSION

Griswold Public Schools educates for excellence by ensuring our students are connected, by cultivating individual talents, and by fostering a future-driven mindset.

VISION

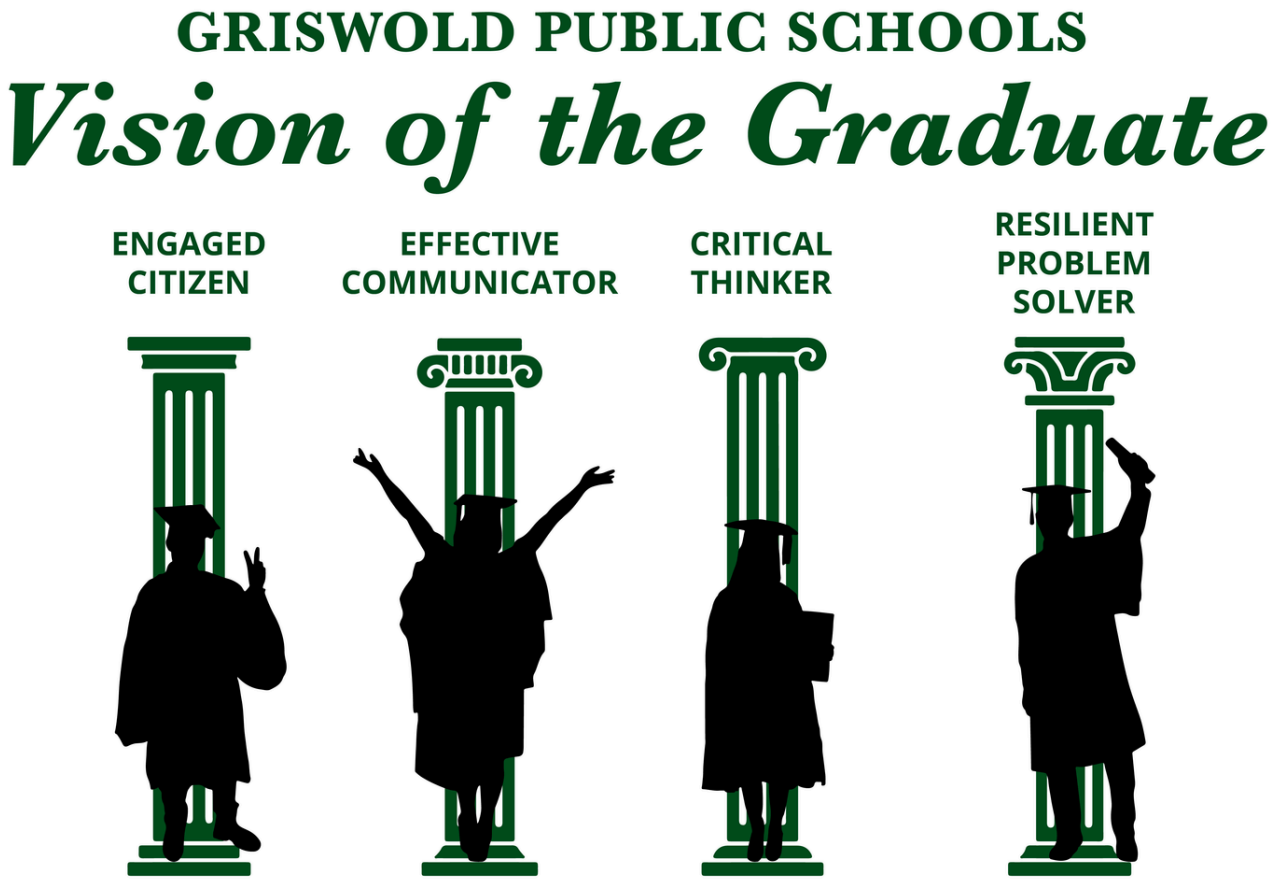
Graduates of Griswold Public Schools journey into the future as engaged citizens, effective communicators, critical thinkers, and resilient problem solvers.



Throughout this booklet, we will dive deeper into the Griswold Public Schools' Vision of the Graduate and each of the four Goals.

Vision

Graduates of Griswold Public Schools journey into the future as engaged citizens, effective communicators, critical thinkers, and resilient problem solvers.



The Vision of the Graduate (VoG) is a set of 57 specific skills or indicators identified by faculty and staff as those skills deemed essential for success after high school.

During their years at Griswold High School, students are given myriad opportunities to practice and demonstrate proficiency in these skills through coursework and assessments, activities and athletics, and community service projects and participation.

In their senior year, students will showcase their readiness to graduate by presenting a gallery created by selecting evidence from their archive of stored artifacts.

Vision Pillar: Engaged Citizen



Statement of Proficiency:

The Griswold graduate demonstrates an ability to engage in service-oriented and civic-minded activities and to utilize cultural literacy and integrity to make responsible and culturally sensitive decisions.

Domains & Indicators

Culturally Literate and Aware

- I acknowledge and show respect for diversity
- I make an effort to understand others who differ from my own background
- I respond appropriately to different cultures and belief systems

Civic-Minded

- I am aware of community opportunities and contribute to local causes
- I am aware of and contribute through my civic duties
- I participate in an educated discussion on national and global issues

Open-Minded

- I identify bias within myself and others
- I recognize my own limitations in my understanding of other cultures/viewpoints

Service-Oriented

- I help others without prompting
- My actions influence others positively
- I advocate for myself and others

Integrity

- I encourage my peers to meet behavioral expectations and lead by example
- I make morally correct decisions that align with the school's ethical expectations
- I consistently ensure that all work is my own

Vision Pillar: Effective Communicator



Statement of Proficiency:

The Griswold graduate demonstrates an ability to communicate effectively and confidently through writing, speaking, listening, presenting, collaborating and other forms of creative expression.

Domains & Indicators

Writing

- I can clearly convey my thoughts
- I can utilize language effectively
- I can purposefully utilize language

Speaking

- I can speak with fluency and control
- I can use language effectively
- I have given thought to what I will say

Listening

- I can restate what I have heard
- I can ask relevant and probing questions
- I can contribute insightful and relevant comments

Presenting

- I can prepare a coherent and engaging presentation
- I can demonstrate an awareness of audience
- I can display competence and confidence

Collaborating

- I can contribute to a group's success
- I can assume leadership
- I can responsibly meet my share of the work

Creative Expression

- I can intentionally display my vision
- I can demonstrate and develop learned skills
- I can articulate my intent through non-traditional modalities

Vision Pillar: Critical Thinker



Statement of Proficiency:

The Griswold graduate demonstrates an ability to gather and evaluate information, analyze objectively, form a judgment, develop a hypothesis, and initiate inquiry through the mastery of multiple literacies.

Domains & Indicators

Inquiry

- I pose relevant questions
- I make inferences
- I pursue deeper understanding

Literacy

- I gather information from applicable sources
- I evaluate sources for credibility, accessibility, and relevance
- I evaluate information based on its intended use

Knowledge

- I select the appropriate information for the task
- I demonstrate multiple levels of understanding
- I adjust my thinking to accommodate new learning

Application

- I apply knowledge appropriately
- I analyze to recognize and create connections
- I synthesize information from numerous sources

Initiative

- I determine steps to promote learning
- I select appropriate tools/sources for the task
- I take responsibility for my learning

Vision Pillar: Resilient Problem Solver



Statement of Proficiency:

The Griswold graduate demonstrates an ability to achieve goals by taking risks, and solving problems with flexibility, strategic planning, attention to detail, and perseverance.

Domains & Indicators

Flexibility

- I approach problems from multiple perspectives
- I adapt my thinking to meet a problem's demands
- I generate alternative ideas and solutions

Strategic Planning

- I set goals
- I break goals down into smaller steps
- I order the steps of my process
- I measure my progress

Attention to Detail

- Calculations or measurements provided are to the proper degree of precision
- Attention is given to processes or steps leading to the accomplishment of results, looking for ways to improve quality, efficiency and/or effectiveness

Perseverance

- I respond positively to setbacks
- I use feedback to revise, rework, and retry as often as necessary to be successful
- I adjust my methods to achieve success

Goal 1

Elevating student success and growth to navigate the future.

Focus: Academic

"I can grow and achieve."



High school students taking Environmental Science tend to their sunflower seedlings.

Implementation Pathway

- **STEP 1: Growth and Achievement Trajectory:** Accelerate individual and cohort academic growth, ensuring student outcomes consistently surpass predetermined growth targets across all benchmark and standardized measures.

  Key Performance Indicators
  - SBAC data
  - PSAT/SAT data
  - AIMSWEB benchmark data
  - Formative Assessment Data

  Targeted-Focus Expectation: Students will demonstrate accelerated academic growth across all benchmark and standardized measures, with SBAC, PSAT/SAT, and AIMSWEB data showing consistent upward trajectories that exceed predetermined growth targets annually.

- **STEP 2: Mastery Portfolio Arc:** Refine district-wide individualized, student portfolio, expeditionary projects (currently in 4th, 8th, and 12th grades) that showcase durable skills and authentic growth over time.

  Key Performance Indicators Measurement (observable and verifiable/artifact review)
  - Student samples from the 4th Grade Extravaganza
  - Student samples from the 8th Grade Sparc
  - Student samples from the 12th Grade Wolverine Senior Showcase
  - Improvement recommendations & implementation of recommendations
  - Other identified, comprehensive projects as selected by teaches and administrators

  Targeted-Focus Expectation: Students will produce increasingly sophisticated portfolio artifacts across the 4th Grade Extravaganza, 8th Grade Sparc, and 12th Grade Wolverine Senior Showcase, with each iteration demonstrating measurable improvement in durable skills (self-regulation/metacognition, problem-solving, communication, collaboration, fortitude, creativity, and responsibility) following review committee feedback

Goal 1

Elevating student success and growth to navigate the future.

- **STEP 3: Future-Ready Learning Enhanced by Practical Application:** Increase time students spend on tasks that sharpen transferable skills on authentic assignments, civic engagement, and/or research-driven experiences, constituting approximately 30-60 minutes a week of their learning.

  Key Performance Indicators
  - Formalize and document a portfolio of required authentic learning experiences, such as hands-on learning, interdisciplinary projects and community-connected assignments, to serve as evidence of practical application within the curriculum.
  - Conduct regular instructional walk-throughs, utilizing a collection tool focused on the practical application of content and the demonstration of transferable skills, to generate data sets measuring task authenticity and student cognitive engagement.
  - Triangulate data from formative assessments, student performance artifacts, and instructional walk-throughs to analyze task authenticity and measure teacher effectiveness as a "facilitator and coach" in fostering student agency and transferable skill development.

  Targeted-Focus Expectations: Students will engage in approximately 30-60 minutes weekly of authentic learning experiences—hands-on projects, interdisciplinary work, and/or community-connected assignments—documented by projects, with instructional walk-throughs and triangulated assessment data confirming increasing task authenticity and teacher effectiveness as facilitators of transferable skill development



Students participate in hands-on projects in core classes and electives or exploratory classes across the district.

Goal 1

Elevating student success and growth to navigate the future.

Goal 1 Individual Actions

1. **Data-Driven Instructional Adjustment:** Each educator will conduct monthly reviews of AIMSWEB and/or other formative assessment data to identify students falling below the "accelerated growth" trajectory. Based on this data, individuals will document specific instructional shifts and/or interventions designed to move student performance toward the predetermined annual growth targets.
2. **Portfolio Mentorship and Feedback:** Teachers at the 4th, 8th, and 12th-grade levels will provide structured, regularly scheduled feedback to students on their portfolio development (Extravaganza, Sparc, and Senior Showcase). The feedback must focus on the seven durable skills—specifically self-regulation and metacognition—to ensure artifacts show "measurable improvement."
3. **Authentic Task Integration:** Every classroom teacher will informally audit their weekly lesson plans to ensure a minimum of 30-60 minutes is dedicated to authentic, real-world, hands-on, and/or community-connected learning. Educators will tag these experiences to provide evidence for the "portfolio of required authentic learning experiences."
4. **Professional Growth in Facilitation:** Individual staff members will participate in specific, pinpointed professional learning that speaks to their individual needs as an educator. This involves self-reflecting on instructional walk-through data to transition from more traditional approaches toward fostering student agency and transferable skill development.



GMS students are briefed by their principal before their in-school presentations of their 8th-grade project.

Goal 1

Elevating student success and growth to navigate the future.

Goal 1 Collaborative Actions

1. **Collaborative Data Triangulation (Grade Level/Department Teams):** On a quarterly basis, at least, teams will meet to triangulate data from formative assessments, standardized assessments, student artifacts, and instructional walk-through resultant data. These teams will produce an informal, one-page "State of Growth" report for their building administration, analyzing the correlation between task authenticity and student performance on standardized measures (SBAC, PSAT/SAT).
2. **Portfolio Review Committee Standardization (District Committees):** A district-wide Review Committee will meet annually to calibrate the rubric used for the 4th, 8th, and 12th-grade showcases. This team is responsible for providing formal, written feedback loops to schools, ensuring that the "Mastery Portfolio Arc" maintains vertical alignment and increasing sophistication across the three milestone years.
3. **Curriculum Mapping for Practical Application (Department/School Teams):** School-based teams will collaborate to formalize a documented catalog of shared, evidence-based assignments; interdisciplinary projects and outside learning & engagement opportunities. This team ensures that the 30-60-minute weekly requirement is not an isolated event but is integrated into the core curriculum across all subject areas to maintain academic rigor.
4. **Strategic Resource Allocation and Oversight (Board of Education/Leadership):** The Board and District Leadership will conduct semi-annual reviews of the "Future-Ready" data sets. This team is responsible for ensuring that professional development funds, scheduling structures, and community partnerships are aligned to support the 30-60-minute weekly authentic learning mandate and the technological needs of the digital portfolio system.



GMS students are celebrated during an SBAC Scholar breakfast for performance on their standardized tests.

Centering student interests to foster well-being and individual pursuits.

Focus: Well-Being & Interests

"I matter and belong."



A GMS student is recognized at the Red Ribbon Rally for winning the national Red Ribbon Week Theme Contest.

Implementation Pathway

- **STEP 1: Belonging & Mattering Initiatives:** Design and maintain inclusive school environments and community-building rituals that ensure every student feels seen, valued, and essential to the school's welcoming culture.

  Key Performance Indicators
  - Proactively leverage attendance data through the MTSS Committee to identify students in need of connection and support, ensuring interventions prioritize re-engagement and student belonging.
  - Analyze behavior trends through the MTSS Committee to identify patterns of need, fostering a culture of support and responsive practice that reinforces student belonging.
  - Routine Classroom Walk-Throughs and Instructional Rounds: Monitor the consistent use of welcoming classroom strategies. The following checklist of strategies should be integrated regularly. These include:
    - Behavior-specific praise
    - Proactive student greetings (greetings, at the door)
    - Optimized praise-to-correction ratios
    - Frequent, individualized student-teacher check-ins
    - Emphasized failure tolerance where mistakes and setbacks provide opportunities for growth
  - SEL Curriculum Implementation at all schools that emphasize
    - Self-leadership – agency, awareness, and management of self
    - Respect for and experience with others to develop relationship skills
    - Agility, adopting, and re-adopting based on learned experiences
  - Community Celebrations: Maintain a calendar of public recognition events, including:
    - School-wide Town Hall gatherings honoring students and staff
    - Recognition for exceptional attendance trends
    - Routine highlighting of student achievements and milestones

Targeted-Focus Expectation: Students will experience a pervasive sense of belonging, as indicated by attendance rates, behavior data, and further confirmed by MTSS support systems that address individual needs, the consistent implementation of welcoming classroom practices, and frequent community celebrations that honor students as essential, actively participating members of our school culture.

Goal 2

Centering student interests to foster well-being and individual pursuits.

- **STEP 2: Mapping Student Interests and Individual Pursuits:** Systematically map and integrate student interests into the core instructional experience, providing personalized pathways that empower learners to cultivate their unique talents and pursue individual goals with agency and purpose.

  Key Performance Indicators
  - Student Interest Surveys & Audits: At the middle and high school levels, implement bi-annual interest inventories for all students to capture extracurricular hobbies, career aspirations, and personal passions, allowing staff to align school opportunities with student voice.
  - Student Success Plans: Develop and maintain dynamic goal-setting documents for every student, reviewed at least twice per year in their advisory/SEL block, to track personal growth milestones alongside academic progress and to promote self-discovery.
  - Self-Designed Interest Projects: At the 4th grade, 8th grade, and 12th grade levels, facilitate dedicated time for students to engage in a culminating interest project or inquiry-based learning experience, resulting in a yearly exhibition where students present their individual work to the community. Similar projects may be assigned in other grade levels.
  - Community Mentorship & Experience: Cultivate partnerships with local organizations and industry experts to provide students with real-world exposure to their identified areas of interest through internships, guest speakers, mock interviews, and/ or shadowing experiences.



A GHS student works with preschoolers as part of the Early Childhood Education elective course.



A fourth grade student at GES presents her Interest Project about rabbits.

Targeted-Focus Expectation: Students will actively navigate their educational journey by engaging in personalized learning pathways and passion-driven projects, supported by individualized plans that honor their unique interests and foster a strong sense of agency and future-readiness.

Goal 2

Centering student interests to foster well-being and individual pursuits.

- **STEP 3: Digital Wellness & Human Connection:** Establish "Digital Balance" protocols that ensure technology enhances rather than replaces the tactile, relational, and creative aspects of the school experience.

  Key Performance Indicators
  - Tech-Free Learning Opportunities: Designate and maintain "unplugged" classrooms or collaborative opportunities that prioritize face-to-face interaction, hands-on manipulatives, and direct human-to-human collaboration without the mediation of screens.
  - Digital Literacy & Ethics Curriculum: Implement school-wide instruction focusing on the psychological and social impacts of digital consumption, including modules on mindfulness, identifying screen-fatigue, and strategies for maintaining healthy interpersonal boundaries.
  - Purposeful Technology Integration: Audit current instructional use of technology to ensure all digital tools serve a clear academic or creative purpose, with an explicit goal of reducing "passive screen time" in favor of active, high-yield learning experiences.
  - Parental/Community Engagement: Host workshops or communication series that share resources with families on managing digital wellness at home, fostering a unified culture between school and home life.

  Targeted-Focus Expectation: Students will cultivate healthy digital habits by prioritizing real-world, face-to-face interactions and creative inquiry over passive screen use, supported by a school culture that intentionally integrates technology to deepen human connection rather than replace it.





Hands-on learning experiences and projects in Griswold High School English and World Language classes.

Goal 2

Centering student interests to foster well-being and individual pursuits.

Goal 2 Individual Actions

1. **Welcoming Classroom Self-Audit:** Educators will conduct a monthly, informal self-audit of their classroom environment using the "welcoming practices" checklist, documenting at least three specific shifts—such as optimized greeting protocols or praise-to-correction ratios—to be implemented weekly to foster student belonging.
2. **Student Success Plan (SSP) Stewardship:** Each educator will facilitate a scheduled check-in with their advisory/homeroom students to maintain and update their SSPs, ensuring that every student has at least one self-identified passion or academic growth goal documented and tracked each semester.
3. **Digital Balance Lesson Implementation:** Schools will integrate at least one "Digital Literacy & Ethics" lesson or mindfulness activity per month into their advisory programming/school-wide programming, explicitly teaching students to identify screen fatigue and practice healthy interpersonal boundaries.
4. **Failure-to-Growth Coaching:** Educators will integrate "failure-to-growth" opportunities in their instructional practice, explicitly modeling how to treat setbacks as essential learning milestones during frequent, individualized student-teacher check-ins to build resilience.



Everyone is welcome in GHS science classrooms!

Goal 2

Centering student interests to foster well-being and individual pursuits.

Goal 2 Collaborative Actions

1. **MTSS Connection Rounds (Grade Level/Department Teams):** Teams will meet monthly to analyze attendance and behavior data, identifying students who may be disengaged and collaboratively assigning a "staff champion" to conduct a proactive check-in or supportive mentorship interaction.
2. **Community Showcase Coordination:** District and building committees will maintain a shared "Community Celebration Calendar," coordinating town halls and public recognition events to ensure diverse student achievements, interests, and milestones are consistently honored.
3. **Instructional Technology Audit (Department Teams):** Departments will conduct a semester audit of their instructional technology usage, identifying "passive" digital tools to be replaced or augmented by high-yield, collaborative, or tactile experiences that prioritize face-to-face interaction.
4. **Interest Project Mentorship Network (District Committees):** A district-led committee will formalize and maintain a directory of local organizations and experts, connecting student "interest projects" with authentic audiences, guest speakers, and community-based learning opportunities.



GES integrates community celebrations into their Town Hall meetings, where students of the month are recognized.

Goal 3

Teaching that strengthens engagement and connections for every student.

Focus: Engagment & Connections

"I engage and connect."

Implementation Pathway

- **STEP 1: Student-Centered Instruction Through Discourse and Collaboration:** Design classroom environments where students actively construct meaning through discussion, collaboration, inquiry, and shared problem-solving while teachers facilitate learning through questioning, coaching, and responsive guidance.

Key Performance Indicators

- Classroom Walk-Through Data documenting:
  - Student-to-student academic discourse
  - Teacher questioning versus direct telling
  - Students explaining and defending their thinking
  - Students leading portions of classroom discussions
  - Collaborative learning structures
- Classroom Observation demonstrating:
  - Teacher functioning primarily as facilitator, coach, consultant, and/or guide
  - Students assuming ownership of tasks, content, and learning conversations
- Student Surveys measuring:
  - Opportunities to explain thinking
  - Opportunities to collaborate
  - Perceptions of classroom voice and participation
- Lesson Artifacts showing structured academic discussion protocols.

Targeted-Focus Expectation: Students will routinely engage in meaningful academic conversations where they explain reasoning, challenge ideas respectfully, collaborate to solve problems, and assume increasing responsibility for learning while teachers facilitate deeper understanding through questioning and coaching rather than exclusive direct instruction.



Administrators regularly participate in classroom walk-throughs to connect with students and engage in the learning happening across campus.

The non-evaluative visits allow administrators to celebrate what's working, gather insight, and ensure a consistent focus on active engagement, collaboration, and student voice in every classroom.

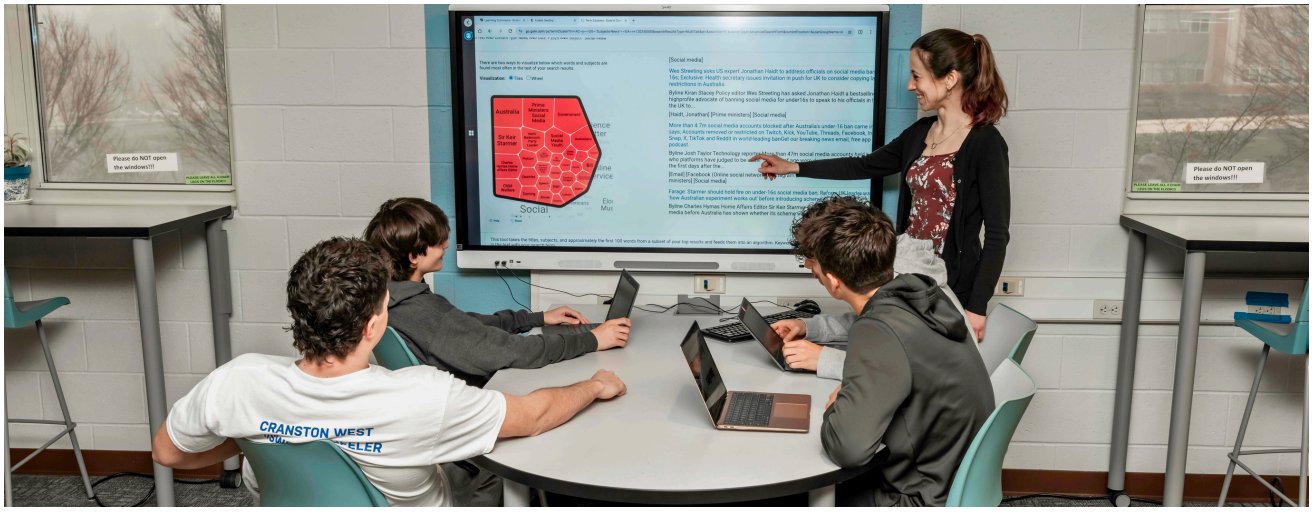
Goal 3

Teaching that strengthens engagement and connections for every student.

- **STEP 2: Learning Environments that Foster Agency, Engagement, and Flexible Thinking:** Create learning spaces intentionally designed to promote movement, collaboration, creativity, and cognitive engagement through flexible classroom design, purposeful instructional structures, and student ownership of learning.

  Key Performance Indicators
  - Instructional Walk-Throughs documenting:
    - Flexible classroom seating arrangements beyond traditional rows
    - Multiple learning configurations (pairs, teams, independent work, conferencing)
    - Student movement connected to learning
  - Classroom Environment Audits measuring:
    - Availability and use of collaborative workspaces
    - Student-created visual supports and learning artifacts
    - Learning environments that encourage interaction
  - Student Engagement Data demonstrating:
    - Increased participation during lessons
    - Student ownership of classroom routines
    - Increased collaborative learning opportunities
  - Classroom photographs and learning-space inventories documenting instructional design.

  Targeted-Focus Expectation: Students will learn in environments intentionally designed to maximize collaboration, engagement, and ownership through flexible learning spaces, varied instructional groupings, and classroom structures that support active participation rather than passive compliance.



Learning Commons across the district replace traditional libraries with collaborative spaces for teaching, learning, and research.

Goal 3

Teaching that strengthens engagement and connections for every student.

- **STEP 3: Rigorous Thinking Through Productive Struggle and Inquiry:** Develop instructional experiences that challenge students to analyze, investigate, create, justify, revise, and/or persevere through complex learning while embracing mistakes and revision as essential components of mastery.

Key Performance Indicators

- Instructional Walk-Throughs documenting cognitively demanding learning experiences where students:
  - Determine meaning independently
  - Make and test conjectures
  - Identify patterns
  - Draw connections across concepts
  - Examine limitations
  - Explain and justify reasoning
- Student Work Samples demonstrating:
  - Justification of solutions and thinking
  - Multiple drafts or versions
  - Evidence of revision following feedback
  - Reflection on learning process
- Classroom Observation Data documenting:
  - Explicit teacher messaging regarding productive struggle
  - Students persisting through challenging work
- Opportunities for creative thinking and problem solving
- Student Reflection Artifacts documenting growth mindset, perseverance, and learning from mistakes.

Targeted-Focus Expectation: Students will routinely engage in cognitively demanding learning that requires inquiry, creativity, justification, revision, and/or perseverance, demonstrating increasing confidence in tackling challenging tasks while recognizing mistakes and multiple iterations as necessary components of deep learning.

Goal 3

Teaching that strengthens engagement and connections for every student.

Goal 3 Individual Actions

1. **Student Talk Reflection:** Each educator will conduct informal monthly reflections on classroom discourse by examining instructional walk-through feedback and/or lesson evidence to increase opportunities for students to explain thinking, ask questions, justify reasoning, and engage in collaborative academic conversations.
2. **Learning Space Optimization:** Educators will intentionally organize classroom environments to support flexible instructional groupings, collaborative learning, student conferencing, and movement beyond traditional desk arrangements, adjusting classroom layouts based on instructional purpose.
3. **Cognitive Demand Planning:** Teachers will intentionally design and implement cognitively demanding learning experiences each week that require students to analyze, create, investigate, make connections, test ideas, explain reasoning, and/or produce original work rather than simply recall information.
4. **Coaching for Productive Struggle:** Educators will explicitly teach and reinforce perseverance by normalizing productive struggle, encouraging multiple drafts and revisions, providing process-oriented feedback, and modeling how mistakes contribute to deeper learning and continuous improvement.



Classrooms across the district have flexible seating, which include movable desks and various types of chairs.

Goal 3

Teaching that strengthens engagement and connections for every student.

Goal 3 Collaborative Actions

1. **Instructional Learning Walks (Building Teams):** Grade-level and department teams will conduct quarterly instructional learning walks focused on student discourse, teacher facilitation, cognitive engagement, and classroom learning environments. Teams will use common observation tools to identify strengths, share effective practices, and determine collective instructional priorities.
2. **Collaborative Lesson Design (Professional Learning Communities):** Professional Learning Communities will collaboratively develop, implement, and refine high-cognitive-demand lessons that prioritize student inquiry, academic discourse, authentic problem solving, and opportunities for revision based on student evidence and reflective analysis.
3. **Classroom Environment Design Network (Building Leadership Teams):** Building leadership teams will facilitate ongoing collaboration among educators to share classroom design strategies, flexible seating models, and instructional structures that strengthen student engagement, collaboration, and ownership of learning.
4. **District Instructional Practice Review (District Leadership & Board of Education):** District leadership will conduct semi-annual reviews of instructional walk-through data, student work artifacts, and engagement indicators to monitor implementation of student-centered instructional practices. Findings will guide professional learning priorities, resource allocation, classroom design investments, and continuous improvement efforts that strengthen teaching and learning across the district.





Building leadership teams and the Teaching, Learning and Innovation team regularly review classroom learning environments.

Goal 4

Optimizing resources and partnering with the Griswold community for student success.

"I value my community."

Focus: Community Resources & Connection

Implementation Pathway

- **STEP 1: Community Partnerships that Expand Learning Beyond the Classroom:** Develop a comprehensive network of community partnerships that connects students with local organizations, businesses, families, civic leaders, higher education, skilled trades, retirees, and professionals who enrich learning through authentic experiences, mentorship, service, and collaboration.

  Key Performance Indicators
  - Community Partnership ("Nexus") Database documenting:
    - At least 20+ active local organizations, community groups, parent groups, businesses, civic agencies, higher education institutions, and other community partners
    - Skilled professionals, retirees, veterans, artists, entrepreneurs, and tradespeople serving as mentors, advisors, guest speakers, and authentic audiences
    - Partnership participation across all grade levels
  - Student Engagement Opportunities
    - Career exploration experiences
    - Job-shadowing opportunities
    - Community-based projects
    - Service-learning experiences
    - Guest speakers
    - Mentorship participation
    - Authentic presentations to community audiences
  - Community Participation Data
    - Attendance at Family Learning Nights
    - Community workshops
    - Student exhibitions
    - Volunteer participation
    - Partner satisfaction surveys
  - Partnership Sustainability
    - Annual review of partnership effectiveness
    - Expansion of community partnership database
    - Long-term collaborative agreements with local organizations

  Targeted-Focus Expectation: Students will routinely learn beyond the walls of the classroom through meaningful partnerships with the Griswold community, engaging with mentors, professionals, families, and local organizations that deepen learning, broaden future opportunities, and strengthen students' understanding of engaged citizenship and community responsibility.

Goal 4

Optimizing resources and partnering with the Griswold community for student success.

- **STEP 2: Responsible Stewardship Through Transparent Decision-Making and Future-Focused Investment:** Ensure that district resources, facilities, technology, staffing, and financial investments are strategically aligned with long-term educational priorities while maintaining transparency, accountability, and community confidence.

  Key Performance Indicators
  - Public "Success Signals" Digital Dashboard on Website documenting:
    - Student growth indicators
    - Student achievement indicators
    - Access to state reporting systems
    - Access to district presentations
    - An overview of student authentic learning and engagement
    - Attendance trends
    - School climate indicators
    - Community partnership participation
    - Postsecondary readiness indicators and college acceptance data
  - Budget Alignment Reviews
    - Annual budget priorities connected directly to Strategic Roadmap goals
    - Resource allocation tied to measurable student outcomes
    - Evidence of return on educational investments
  - Future-Driven Infrastructure Planning
    - Facility improvements supporting flexible learning environments
    - Technology infrastructure supporting innovative instruction
    - Learning space modernization
    - Capital projects aligned with the district's facilities needs and planning priorities.
  - Operational Efficiency
    - Timely completion of district initiatives and all required reports/compliance mandates
    - Facility utilization reviews
    - Technology reliability metrics
    - Financial sustainability indicators

  Targeted-Focus Expectation: District resources will be intentionally aligned to support student learning, instructional innovation, and organizational excellence, with transparent communication allowing the Griswold community to clearly understand how investments translate into meaningful student outcomes and future readiness.

Goal 4

Optimizing resources and partnering with the Griswold community for student success.

- **STEP 3: Building Trust Through Respectful Collaboration and Shared Responsibility:** Strengthen relationships among students, staff, families, Board members, and the broader Griswold community by fostering communication grounded in respect, transparency, active listening, and collaborative problem-solving that models engaged citizenship for all learners.

  Key Performance Indicators
  - Community Engagement
    - Family Nights: Open Houses, Learning Nights, PTO-sponsored events, and Other Evening, School-Sponsored Evenings
    - Intergenerational Mentorship Circles
    - Community forums
    - Student-led civic presentations
    - Public participation opportunities
  - Communication Effectiveness
    - Stakeholder surveys regarding trust, transparency, and responsiveness
    - Increased participation across school-community events
    - Regular communication updates regarding district initiatives
  - Collaborative Processing
    - Documentation of collaborative planning sessions
    - Evidence of stakeholder input informing district decisions
    - Conflict resolution processes emphasizing shared understanding
  - School Climate
    - Climate survey results
    - Community feedback
    - Positive partnerships between schools and families
    - Increased volunteerism and civic participation

  Targeted-Focus Expectation: Students and adults will experience a district culture where differences are approached with curiosity, respect, and a commitment to finding common ground. Through intentional communication, active listening, and collaborative problem-solving, Griswold Public Schools will model the civic behaviors expected of engaged citizens while strengthening trust throughout the community.

Goal 4

Optimizing resources and partnering with the Griswold community for student success.

Goal 4 Individual Actions

1. **Community Partnership Development:** Each administrator and educator will actively cultivate at least one new community partnership, mentorship opportunity, or authentic audience experience annually that connects students with learning beyond the classroom and contributes to the district-wide Community Partnership Nexus.
2. **Transparent Communication:** Staff members will communicate proactively, respectfully, and transparently with students, families, colleagues, and community members, ensuring that interactions promote trust, clarify understanding, and reinforce a culture where individuals feel heard, valued, and respected—even when complete agreement is not possible.
3. **Responsible Stewardship:** District, building, and team and department leaders will regularly and informally consider the effectiveness of resources, instructional materials, technology, and district investments under their responsibility, identifying opportunities to improve efficiency while maximizing student learning and organizational effectiveness.
4. **Bridge-Building Leadership:** Every staff member will intentionally model respectful dialogue, de-escalation strategies, active listening, and constructive problem-solving during challenging conversations, helping lower the temperature of difficult situations while seeking shared understanding and common ground.



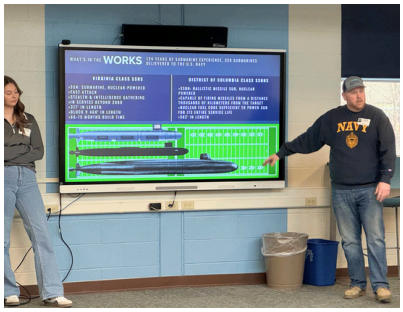
The GHS Drone Technology Class often has guest speakers, including a local surveyor who uses drones in his work.

Goal 4

Optimizing resources and partnering with the Griswold community for student success.

Goal 4 Collaborative Actions

1. **Community Partnership Network (District Leadership & Community Partners):** District leadership will establish and maintain a comprehensive Community Partnership Nexus consisting of at least twenty active organizations, businesses, civic agencies, retirees, and professionals who provide mentorship, authentic audiences, internships, career exploration, service-learning opportunities, and collaborative learning experiences for students across all grade levels.
2. **Success Signals Dashboard (District Leadership & Board of Education):** District leadership will develop and maintain a public-facing Digital Learning Wall that communicates progress through meaningful indicators extending beyond standardized testing, including authentic learning experiences, student portfolios, engagement measures, equity indicators, community partnerships, and other evidence demonstrating the district's commitment to whole-child success.
3. **Intergenerational Learning Collaborative (Schools, Families & Community):** Schools will organize recurring Family Learning Nights, Intergenerational Gatherings, and collaborative community workshops where students, educators, families, local leaders, and senior citizens learn together, solve authentic community challenges, and strengthen relationships that promote civic engagement and lifelong learning.
4. **Strategic Resource and Infrastructure Review (Board of Education & District Leadership):** The Board of Education and District Leadership will conduct semi-annual reviews of long-range financial planning, facilities, technology infrastructure, and capital investments to ensure every major resource decision aligns with the district's 2035 Experiential Blueprint, supports flexible and technology-integrated learning environments, advances all four strategic goals, and demonstrates responsible stewardship of public resources.






Community partners support our schools by sharing employment opportunities with students and helping with events such as mock interviews at GHS. Center: Schools create opportunities for Family Engagement throughout the year.

GRISWOLD FORWARD 2.0

EPILOGUE

Thank you to our Griswold Forward 2.0 Design Team, the Griswold Board of Education, Griswold Public Schools Administrators, our District Marketing & Communications Director, and our partners from Throughline Learning. Moreover, thanks to all of our students, families, faculty and staff, alumni, and community members for making our work a collaborative, creative effort to ensure that learning is meaningful, relevant, and lots of fun. We are indeed Wolverine Strong.

Thank you for joining us in our mission and vision to continue to move Griswold Forward.













GRISWOLD FORWARD 2.0

@griswoldschools

Learn more at
griswoldpublicschools.org