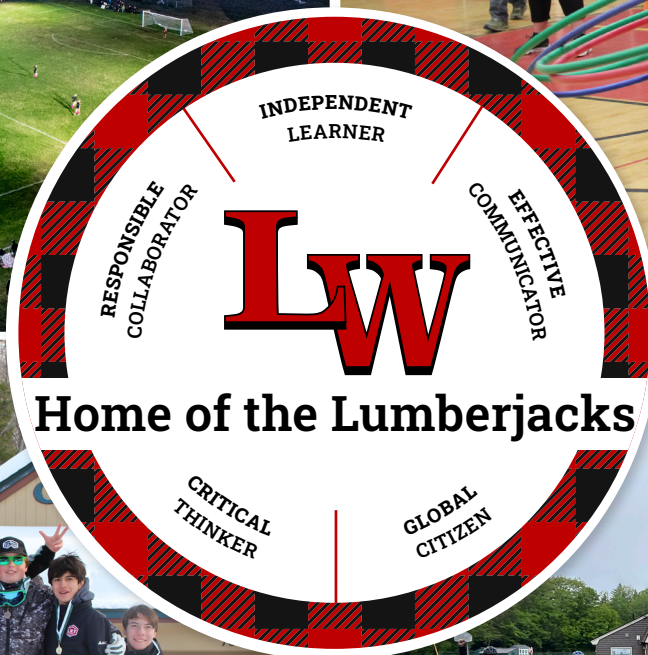


Lincoln-Woodstock Cooperative School District **Strategic Plan**



NOVEMBER 2025 - DECEMBER 2028



Dear Lincoln-Woodstock Students, Families, Educators, and Community Members,

I am thrilled to share with you the Lincoln-Woodstock Cooperative School District Strategic Plan for 2025-2028. This plan is a shared vision that will guide our district for the next three years, ensuring we prepare our students for a rapidly changing world.

The Strategic Plan was developed to unify our efforts and focus on cultivating five key learner competencies outlined in our new Portrait of a Learner: Responsible Collaborator, Independent Learner, Effective Communicator, Critical Thinker, and Global Citizen. In a world that demands critical thinkers, problem-solvers, and compassionate citizens, we recognized that preparing students is about more than just updating academic goals. This plan is a profoundly collaborative effort, developed by engaging our entire community—students, families, educators, and community members—through empathy interviews, design studios, and surveys.

The plan is structured around four strategic goals organized into three focus areas: Grow Our Learners (Goal 1), Grow Our Educators (Goal 2), and Grow Our Systems (Goals 3 & 4). These goals incorporate clear action steps and success indicators aimed at enhancing student achievement, strengthening instructional quality, and improving systemic support. The plan centers on building student confidence, independence, and readiness for life through rigorous, diverse, and project-based learning experiences. It focuses on deepening teacher capacity to implement innovative instruction and assessment practices. Furthermore, it aims to design the infrastructure, including systems, schedules, and resource allocation, to support innovation, flexibility, and equitable access to learning, and to foster a shared vision for student success grounded in community collaboration.

This is designed to be a living document, revisited and refined regularly. We are committed to transparent monitoring and will report out on progress at least twice annually to the Board and the wider community. This plan is not the end of the development process, but truly the beginning of the work. I invite everyone to review the full plan and join us in this vital work of shaping the future for the Home of the Lumberjacks!

Sincerely,



Superintendent, Lincoln-Woodstock Cooperative School District



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Introduction

The Lincoln-Woodstock Cooperative School District (SAU 68) is located in the White Mountains region of New Hampshire, serving the towns of Lincoln and Woodstock. It operates a single comprehensive campus that houses all grade levels from elementary through high school in two buildings. The district serves approximately 250 students and is supported by a committed team of approximately 65 staff members.

In partnership with students, families, educators, and the broader community, the district is actively shaping its future through a newly developed Strategic Plan. This plan centers on cultivating five key learner competencies as outlined in its new Portrait of a Learner: Responsible Collaborator, Independent Learner, Effective Communicator, Critical Thinker, and Global Citizen. It is structured around three strategic goals focusing on growing learners, educators, and systems within the district. Each goal incorporates clear action steps and success indicators aimed at enhancing student achievement, strengthening instructional quality, and improving systemic support.

Drawing on extensive stakeholder input, the Strategic Plan is designed to be a living document, revisited and refined regularly. The district is committed to transparent monitoring and will report out on progress at least twice annually.



Lincoln-Woodstock Cooperative School District Portrait of a Learner



A **Portrait of a Learner** is a shared vision that defines the skills, knowledge, and mindsets students need to thrive in school, in their careers, and in life. It acts as a compass for teaching and learning, outlining not only what students should know, but also who they should become by the time they graduate.

For the Lincoln-Woodstock Cooperative School District, creating a **Portrait of a Learner** was about more than updating academic goals; it was about preparing students for a rapidly changing world. Employers, higher education institutions, and communities are asking for graduates who are critical thinkers, creative problem-solvers, effective communicators, and compassionate citizens. By engaging families, educators, students, and community members in the design process, the district ensured this vision reflects the values, aspirations, and future needs of the entire community.

The Portrait now not only meets the NEASC requirements, but also serves as a unifying guide for curriculum decisions, instructional strategies, and student experiences, helping ensure that every learner graduates ready to succeed in the world they will enter, not just the one we know today.

Independent Learner	Responsible Collaborator	Critical Thinker	Effective Communicator	Global Citizen
I make thoughtful plans and do my best to reach personal goals using feedback to work through challenges.	I work with others to achieve shared goals by listening actively, contributing ideas, and managing conflict.	I analyze information, ask thoughtful questions, and apply reasoning skills to solve problems and make decisions.	I express ideas clearly, adapting strategies based on the audience, setting, and/or purpose.	I show that I care and take responsibility by helping in my community and the world around me.
<p>I set challenging, realistic goals.</p> <p>I independently develop plans with clear timelines to achieve my goals.</p> <p>I work independently and efficiently, monitoring my progress and making adjustments as necessary.</p> <p>I use feedback to adjust my performance, building on strengths and growing in areas of weakness.</p> <p>I develop an understanding of how personal strengths and interests align with potential future goals.</p>	<p>I contribute to the successful achievement of shared goals, taking on different roles as needed.</p> <p>I listen actively, summarizing or restating to show I understand, while asking thoughtful questions to generate more clarity.</p> <p>I help to recognize and resolve conflicts, considering how others feel and supporting teammates when they are struggling.</p> <p>I follow through on meeting group responsibilities and deadlines, holding myself and others accountable in a positive way.</p> <p>I consider alternative ideas and perspectives, giving and receiving constructive feedback.</p>	<p>I draw logical conclusions by analyzing data and situations, looking for patterns, connections, and checking for the reliability of information.</p> <p>I ask thoughtful questions to help me understand ideas and challenge assumptions.</p> <p>I apply reasoning to make decisions, considering different points of view, and explaining my thinking with clear reasoning.</p> <p>I come up with different ways to solve problems, adjusting my approach based on feedback and/or experience.</p> <p>I take risks, persevering through challenges.</p> <p>I apply and transfer what I learn in new situations, producing work that reflects unique, organized, and comprehensive thinking.</p>	<p>I effectively communicate in writing, orally, and through different forms of media.</p> <p>I clearly express ideas using appropriate vocabulary, organization, and structure.</p> <p>I match my communication style to the purpose (inform, persuade, explain, etc.) and setting, choosing aligned words, tone, and structure.</p> <p>I adapt my communication style to the audience, considering who they are, what they need to know, and how my tone and word choice affect others.</p> <p>I use multiple strategies to enhance communication, including visuals, examples, and/or analogies to help explain my ideas.</p>	<p>I take the initiative to help others both when asked and on my own.</p> <p>I actively participate in efforts to serve the broader community.</p> <p>I act with empathy and respect, considering how my actions impact others.</p> <p>I demonstrate honesty and a commitment to upholding personal, school, and community principles.</p> <p>I take responsibility for my actions.</p>

A COLLABORATIVE PROCESS

In December 2024 the Lincoln-Woodstock School Cooperative District set out to develop a strategic vision to guide the district for the next three years. Community collaboration and input have been central to the development of this Strategic Plan. Our collaborative process is described below in three phases.

Phase 1: Gathering data and initial input

Beginning in December 2024, the Lincoln-Woodstock Cooperative School District worked in conjunction with 2Revolutions to listen and learn from members of the Lincoln-Woodstock community. This phase included empathy interviews, design studios, and surveys.

- Empathy interviews helped us better understand the hopes and aspirations for the school district from various perspectives.
- Design studios brought together various invested parties to identify district strengths, areas for growth, and potential priorities emerging from the data. Separate design studios were held with each of the following groups: students, staff, district leaders, board members, and community members/caregivers.
- Surveys were distributed to capture a wider range of voices from across the community. They included questions aligned with those posed to groups during design studios.

Phase 2: Drafting the Plan

With a wide array of data and input gathered, the Lincoln-Woodstock Cooperative School District put out a call for volunteers to be part of a Community Planning Group (CPG). A diverse group of 20 individuals, representing a wide range of roles, perspectives, and experiences, volunteered to be a part of this team. Within the group, there were staff members, school leaders, district leaders, parents, and community members. The CPG met over the course of several months to analyze the data and input gathered during phase 1, and also integrated additional data gathered from students. They worked to collaboratively develop a bold plan for the future.



Having a clear vision of the outcomes Lincoln-Woodstock wants for its learners was essential to the development of a plan that supports coherence and growth. The CPG compared phase 1 data about what students need to know and be able to do to the existing 21st Century Learning Expectations to determine alignment. That process led to the development of a new Portrait of a Learner for the district. From there, ideas about how to achieve and measure the outcomes were generated and prioritized. Each of the four plan goals that emerged were crafted to ensure students develop the knowledge, skills, and mindsets within the Portrait of a Learner.

Phase 3: Seeking Additional Input

With the Strategic Plan drafted, the final step involved going back to the community to solicit feedback. Invested parties from across the community were asked to provide feedback through meetings as well as an online survey. The goal was to gather additional ideas about both excitement and potential gaps within the plan. That information was used to inform final revisions. While this was the final phase of plan development, it is truly the beginning of the work. Monitoring and evaluating progress towards achieving its goal is critical to success in this process.

LEARNING IN LINCOLN-WOODSTOCK IS...

Invested parties across the Lincoln-Woodstock communities were asked to share a word to describe what they hoped learning to be in their schools. These were the responses received:



A GUIDE TO NAVIGATING THE PLAN

Timing:

To be successful, certain strategies may take longer to implement than others. Some action steps may require careful sequencing, meaning they need to occur before or after other strategies. The successful completion of any strategy or action step will vary and may take several years. **The year in which each action is intended to begin is noted in the detailed action plans.**

Year 1 - Beginning in the 2025-2026 school year

Year 2 - Beginning in the 2026-2027 school year

Year 3 - Beginning in the 2027-2028 school year

Glossary: Need help understanding a certain term used in this plan? Any word that is in **bold** is defined in the glossary, which you can find at the end of the plan or by clicking on the bolded word if you are viewing the plan electronically.

Measures:

For each goal, there are indicators of success listed.

Shared ownership of this plan is essential. Therefore, the

specific metrics will be determined by those people who

will take responsibility for different elements of the plan. This is an intentional act to increase agency and empower shared ownership for achieving the goals within the Strategic Plan.

Detailed Action Steps:

Following the *Plan at a Glance* you will find a chart that provides more specific detail about how each goal will be approached. That summary includes key action steps to be taken for each strategy. It also describes when each action step is intended to begin, and the individual or people responsible for ensuring it occurs. While true ownership for completing plan goals is shared across all Lincoln-Woodstock Cooperative School District stakeholders, having a point person/people for many of the action steps is critical.

PLAN AT A GLANCE

Grow Our Learners	
<p>Goal 1: Build student confidence, independence, and readiness for life through rigorous, diverse, and project-based learning (PBL) experiences.</p>	<ul style="list-style-type: none"> • Ensure each student develops the competencies outlined in the Lincoln-Woodstock Cooperative School District Portrait of a Learner. • Engage in interdisciplinary/ cross-curricular learning and STEM-based experiences. • Experience flexible and individualized pathways through which they engage with content.
Grow Our Educators	
<p>Goal 2: Deepen teacher capacity to implement innovative instruction and assessment practices that foster meaningful and project-based learning (PBL).</p>	<ul style="list-style-type: none"> • Provide high-quality, ongoing professional development that equips educators with practical tools and strategies for implementing innovative instruction and assessment practices such as project-based learning, interdisciplinary STEM units, and performance-based assessments. (E.g., provide a facilitated community of practice that helps teachers design units aligned with the Lincoln-Woodstock Cooperative School District Portrait of a Learner and assessed through authentic applications of learning.) • Build a balanced assessment system that provides flexibility in how students demonstrate learning and integrates performance assessment. • Foster shared clarity around the implications the Portrait of a Learner has for instruction and assessment practices.
Grow our Systems	
<p>Goal 3: Design systems, schedules, and events that support innovation, flexibility, and equitable access to meaningful learning opportunities.</p>	<ul style="list-style-type: none"> • Redesign school schedules to create greater flexibility and opportunity for students, including interdisciplinary and experiential learning, while considering the time needed for standardized testing, balancing with the time needed for interdisciplinary/ project-based learning (e.g., focus mornings on core academics and afternoons on interdisciplinary, PBL). • Analyze how resources are allocated (e.g., funding/ time/human) concerning the kinds of learning experiences that are desired, making shifts as appropriate. • Enhance communication strategies within and beyond the school.

Continued on following page...

Grow our Systems

Goal 4: Foster a shared vision for student success grounded in innovative instruction and collaboration between the school district and wider community.

- Establish a community learning corps to partner with local businesses, tradespeople, and colleges to expand access to out-of-school, authentic learning experiences.
- Expand the definition of success by reporting to families and the community data points that include and go beyond test scores.
- Engage meaningfully with parents by recruiting ambassadors who can connect with the wider community to generate additional learning opportunities for students (e.g., organizing guest speakers to support PBL units of study, cultivating community partners to expand innovative learning experiences beyond the school walls).
- Effectively communicating progress towards achieving plan goals with students, staff, the Board, and the wider community.



PLAN GOALS

The proposed goals are organized into three focus areas: *Grow Our Learners*, *Grow Our Educators*, and *Grow Our Systems*.

Grow our Learners

Goal 1: Build student confidence, independence, and readiness for life through rigorous, diverse, and project-based learning experiences.	
<p>What?</p> <p>This goal focuses on creating engaging, challenging learning environments where all students take ownership of their learning to build the skills they need for life beyond school. Students need to engage with subjects such as math, English, and science in ways that not only teach them the content but also develop the durable skills that support success in life (Pellegrino & Hilton, 2012; Conley, 2007). Designing learning experiences that connect to students' interests requires teachers to understand what matters to their students and use it in planning (Dolenc & Kazanis, 2020). This might include goal-setting with students, providing students with meaningful choices, and helping students learn how to be reflective learners who can identify successes as well as next steps. In classrooms, it can take the form of engaging, interdisciplinary projects through which students explore an authentic problem or answer a complex question. It also requires educators to provide high-quality feedback, rather than just grades, that emphasizes growth and the development of interdisciplinary learning to help students make connections.</p>	<p>Why?</p> <p>Building students' confidence, independence, and readiness for life is essential for academic success as well as long-term personal, social, and professional growth. Connecting interests to learning greatly increases student engagement (Engler, 2022). Research also suggests that when students develop independence and confidence, they demonstrate increased motivation, engagement, and academic performance (Deci & Ryan, 2000). Achieving this goal will help students be better equipped to face the unpredictable challenges of life, work, and citizenship (OECD, 2018).</p>
<p>Success Indicators:</p> <ul style="list-style-type: none">• 100% of students engage in at least 2 interdisciplinary, project-based learning experiences in 2026-2027, and at least 4 in 2027-2028• 100% of high school students complete an internship, work-based learning experience, other extended learning opportunity (ELO), or CTE program before graduation• Graduate follow-up surveys conducted at 2, 5, and 10 years post-graduation, with at least 75% of respondents reporting readiness for employment, education, and/or military based on their Lincoln-Woodstock Cooperative School District experiences• Survey data indicates at least 75% of students transitioning from 5th to 6th grade, 8th to 9th grade, and graduating from 12th grade report feeling prepared both academically and socially• 100% of students demonstrate growth towards the Lincoln-Woodstock Cooperative School District Portrait of a Learner competencies• Annual student surveys consistently indicate that 85% or more of students feel engaged in their learning, find the content and skills relevant, and see a connection between what they are learning and their interests <p>Strategies:</p> <ul style="list-style-type: none">• Ensure each student develops the competencies outlined in the Lincoln-Woodstock Cooperative School District Portrait of a Learner.• Develop interdisciplinary/cross-curricular, project-based, and STEM learning experiences.• Create flexible and individualized pathways through which students engage with content.	

Grow our Educators

Goal 2: Deepen teacher capacity to implement innovative instruction and assessment practices that foster meaningful and **project-based learning**.

What?

All professionals, including teachers, must continually grow professionally throughout their careers. Developing teachers for innovative instruction extends beyond teaching subject area content and skills to also include design, problem-solving, and creating new things (Weiss & Legrand, 2011). It will require a sustained system of professional learning that is active, collaborative, uses clear models, provides coaching and expert support, and offers opportunities for both feedback and reflection around instruction and assessment practices (Darling-Hammond, et al., 2017). Deepening teacher capacity to implement innovative forms of instruction and assessment requires a model of **high-quality professional development** that goes beyond surface-level training. There must be systems in place that create a culture of innovation and growth.

Why?

Meaningful learning grounded in innovation prioritizes transferable skills that prepare students for career readiness and futures with options (Hatsanmuang & Sanrattana, 2023). Research supports teacher effectiveness as one of the most significant factors that impact student learning (Darling-Hammond, 2000). When teachers feel confident, competent, and supported, they are more likely to adopt and sustain innovative practices such as **project-based learning**, performance assessment, and **STEM experiences** that integrate content from across multiple disciplines.

Success Indicators:

- At least 80% of teachers report high satisfaction on annual surveys or “stay interviews” regarding the support they receive for implementing innovative, **project-based** instruction and assessment practices
- At least 75% of observed classrooms demonstrate **learner-centered**, real-world connected instruction, based on **instructional rounds** or observation protocols
- Each grade/department implements at least 2 interdisciplinary, project-based learning experiences in 2026-2027, and at least 4 in 2027-2028
- A balanced assessment system is in place, with at least 40% of summative assessments being **performance-based**
- 100% of educators applying strategies from professional learning in their practice, as documented through reflections and/or observations
- 80% or more of educators report increased confidence and competence in using innovative practices on annual self-assessment surveys

Strategies:

- Provide **high-quality, ongoing professional development** that equips educators with practical tools and strategies for implementing innovative instruction and assessment practices such as **project-based learning**, **interdisciplinary STEM** units, and **performance-based assessments**. (E.g. offer a facilitated Community of Practice that supports teachers in developing units that incorporate projects with components of the Lincoln-Woodstock Cooperative School District **Portrait of a Learner** and are evaluated via an authentic application of learning.)
- Build a balanced assessment system that provides flexibility in how students demonstrate learning and integrates performance assessment.
- Foster shared clarity around the implications the **Portrait of a Learner** has for instruction and assessment practices.

Grow our Systems

Goal 3: Design systems, schedules, and events that support innovation, flexibility, and equitable access to meaningful learning opportunities.

What?

The infrastructure and routines within a school district serve to support or hamper innovation. This goal refers to how the school system uses its available resources to achieve its goals. It will engage invested parties to analyze how resources such as time, people, money, and space are being used. Specific attention to school schedules will be a primary focus. Rather than looking at external structures as barriers, this focus views them as design elements to be leveraged to create the space for innovation and communicate what is valued.

Why?

Systems and structures such as schedules, resource allocation, staffing models, and communication flow are examples of elements that can be leveraged to promote innovation. As Mehta & Fine (2019) stated, “Time is not just a container for learning - it’s a critical design variable that must be aligned with the goals of deeper learning.” When systems are coherent and aligned to support stated goals, they create better outcomes for learners (Fullan et al., 2018). Recognizing the way external structures serve to influence learning is necessary in ensuring that alignment is achieved.

Success Indicators:

- School schedules include common, flexible planning time for all teachers as well as flexible blocks for interdisciplinary and student-directed learning
- 100% of teachers engage in regular **co-planning**, with at least 50% engaging in **co-teaching** annually
- Increased use of new tools (e.g., AI) to create innovative and effective systems, as well as greater access to learning opportunities
- At least 90% of educators and administrators report trying at least one new instructional or leadership approach annually, with reflection on impact
- Resource allocation (e.g., staffing, funds, time, etc.) is aligned with goals within the Lincoln-Woodstock Cooperative School District Strategic Plan
- At least two inquiries or visits per year from other schools or districts seeking to learn from Lincoln-Woodstock Cooperative School District’s educational practices
- At least 80% of families report through annual surveys that they feel well-informed about their child’s progress, school events, and opportunities for involvement

Strategies:

- Redesign school schedules to create greater flexibility and opportunity for students, including interdisciplinary and experiential learning, while considering the time needed for standardized testing, balancing with the time needed for **interdisciplinary/project-based learning** (e.g., focus mornings on academic and afternoons on **interdisciplinary, project-based learning**).
- Analyze how resources are allocated (e.g., funding/time/human) concerning the kinds of learning experiences that are desired, making shifts as appropriate.
- Enhance communication strategies within and beyond the school.

Goal 4: Foster a shared vision for student success grounded in innovative instruction and collaboration between the school district and wider community.

What?

A shared vision for success is a collectively developed and supported picture of what it means for students to achieve, held among educators, families, students, and community members. It serves to help invested parties understand how they can each contribute to achieving that success.

Why?

Schools that cultivate innovation are often driven by a shared vision for learning and student agency (Mehta & Fine, 2019). A shared vision ensures that everyone, from educators and administrators to families and the wider community, is working towards common goals for student growth and well-being. This helps to focus efforts, align decisions, and establish priorities. Innovation often requires a disruption of traditional norms. A shared vision helps to reduce resistance to change and provides permission to explore new models of instruction and assessment. Additionally, it serves to build trust and ownership across the community, which research suggests leads to improved outcomes (Bryk et al., 2010). A shared vision for student success that embraces innovative instruction and community collaboration creates a foundation for coherence, trust, equity, and innovation, ultimately improving student outcomes and system-wide effectiveness.

Success Indicators:

- 100% of high school students complete an internship, work-based learning experience, other **Extended Learning Opportunities (ELO)** or **Career and Technical Education (CTE)** program before graduation
- Active partnerships with local businesses, experts, or organizations increases by 20% annually over the three years to expand student learning opportunities
- Caregiver/community attendance at school events increases by at least 10% annually
- Systems are in place to communicate student growth in academic and **Portrait of a Learner** competencies at least twice per year

Strategies:

- Establish a community learning corps to partner with local businesses, tradespeople, and colleges to expand access to out-of-school, authentic learning experiences.
- Expand the definition of success by reporting to families and the community data points that include and go beyond test scores.
- Engage meaningfully with parents by recruiting ambassadors who can connect with the wider community to generate additional learning opportunities for students (e.g., organizing guest speakers to support PBL units of study, cultivating community partners to expand innovative learning experiences beyond the school walls).
- Effectively communicating progress towards achieving plan goals with students, staff, the Board, and the wider community with two formal board reports per year, and providing ongoing updates in newsletters, social media posts, during staff meetings, and within other district communication.

Detailed Action Plans

Timing:

To be successful, certain strategies may take longer to implement than others. Some action steps may require careful sequencing, meaning they need to occur before or after other strategies. The identified timing signals when the effort will begin. The successful completion of any strategy or action step will vary and may take several years.

Year 1 - Beginning in the 2025-2026 school year

Year 2 - Beginning in the 2026-2027 school year

Year 3 - Beginning in the 2027-2028 school year



Grow our Learners

Goal 1: Build student confidence, independence, and readiness for life through rigorous, diverse, and project-based learning experiences.

Strategy	Beginning Date	Key Action Steps	Owner
Ensure each student develops the competencies outlined in the Lincoln-Woodstock Cooperative School District Portrait of a Learner .	Year 1	<ul style="list-style-type: none"> Practice and develop the Portrait of a Learner competencies through core content and elective curriculum experiences. 	Teachers
	Year 2	<ul style="list-style-type: none"> Use feedback from learning progressions aligned to the Lincoln-Woodstock Cooperative School District Portrait of a Learner to reflect on progress towards competency in each area within learning experiences. 	Principal, Assistant Principal, and Team Leaders
	Year 3	<ul style="list-style-type: none"> Demonstrate proficiency on the Lincoln-Woodstock Portrait of a Learner competencies through a portfolio assessment requirement at natural transitions (e.g., grades 5, 8, and 12), presenting evidence of aligned learning. 	Principal, Assistant Principal, and Team Leaders

Goal 1: Build student confidence, independence, and readiness for life through rigorous, diverse, and **project-based learning** experiences.

Strategy	Beginning Date	Key Action Steps	Owner
Engage in interdisciplinary/ cross-curricular learning and STEM -based experiences.	Year 2	<p>Develop knowledge and skills through interdisciplinary and/or STEM units of study at each grade level (2 in 2026-2027, and 4 in 2027-2028), showcasing work to an authentic audience.</p> <ul style="list-style-type: none"> Engage in immersive learning experiences within units of study, demonstrating authentic application of learning. Work with multiple educators from multiple disciplines (co-teaching) to help develop connections across learning. Publicly share learning through a showcase of work. 	Superintendent, Principal, Assistant Principal, Teachers
Experience flexible and individualized pathways through which they engage with content.	<p>Year 2</p> <p>Year 3</p>	<ul style="list-style-type: none"> Develop an understanding of personal strengths and interests through the use of interest inventories, project-based learning experiences, and goal setting. Engage in expanded opportunities for skill building via project-based opportunities, earning industry-recognized credentials, and college credit at the high school level. 	<p>School Counselor, Advisors, and Teachers</p> <p>Principal, Team Leaders, and School Counselor</p>



Grow our Educators

Goal 2: Deepen teacher capacity to implement innovative instruction and assessment practices that foster meaningful learning.

Strategy	Beginning Date	Key Action Steps	Owner
Provide high-quality professional development on innovative instruction and assessment practices.	Year 1	<ul style="list-style-type: none"> Create specificity around professional learning plans and resources to support the implementation of Project-Based Learning. 	School Board, Superintendent, Business Administrator, and Principal.
	Year 1	<ul style="list-style-type: none"> Establish an educator leadership team that supports interdisciplinary projects, performance-based assessment, and project-based learning in classrooms. 	Superintendent, Principal, Assistant Principal
	Year 1	<ul style="list-style-type: none"> Develop a clearer understanding of standards across content areas to promote interdisciplinary work. 	Superintendent, Principal, Assistant Principal, Director of Pupil Services, Team Leaders, and Teachers
	Year 1	<ul style="list-style-type: none"> Reference the personnel allocated to support the unit and skill development. 	Superintendent, Principal, and Assistant Principal
	Year 1	<ul style="list-style-type: none"> Dedicate time and resources to support teachers in creating interdisciplinary, project-based, and STEM-focused instructional units. Identify and include immersive learning experiences within units of study, demonstrating authentic application of learning. Establish co-teaching practices. 	Superintendent, Principal, Assistant Principal, Director of Pupil Services, STEM Educator, and Team Leaders
Foster shared clarity around the implications the Portrait of a Learner has for instruction and assessment practices.	Year 1	<ul style="list-style-type: none"> Annotate the Portrait of a Learner to create a shared clarity on what each aspect looks like, sounds like, and feels like. 	Principal, Assistant Principal, Team Leaders, and Teachers
	Year 1	<ul style="list-style-type: none"> Crosswalk the Portrait of a Learner with the teacher and leader evaluation systems, identifying alignment and ways those systems can be leveraged to achieve the stated Strategic Plan goals. 	Principal, Assistant Principal, Team Leaders, and Teachers
	Year 1	<ul style="list-style-type: none"> Analyze the curriculum to identify natural places to integrate Lincoln-Woodstock Cooperative School District Portrait of a Learner skills within content areas. 	Principal, Assistant Principal, and Team Leaders
	Year 2	<ul style="list-style-type: none"> Conduct an audit of practices, highlighting both alignment and opportunities to grow. 	Principal, Assistant Principal, Team Leaders, and Teachers

Goal 2: Deepen teacher capacity to implement innovative instruction and assessment practices that foster meaningful learning.

Strategy	Beginning Date	Key Action Steps	Owner
Ensure each student develops the competencies outlined in the Lincoln-Woodstock Cooperative School District Portrait of a Learner .	Year 2	<ul style="list-style-type: none"> Develop learning progressions aligned to the Lincoln-Woodstock Cooperative School District Portrait of a Learner to describe what each competency looks like as students progress through K-12. 	Principal, Assistant Principal, and Team Leaders
	Year 2	<ul style="list-style-type: none"> Intentionally embed the Portrait of a Learner within the core content curriculum. 	Teachers
		<ul style="list-style-type: none"> Implement interdisciplinary and/or STEM units of study at each grade level (2 in 2026-2027, and 4 in 2027-2028) to include a showcase of students' work. 	Teachers
	Year 3	<ul style="list-style-type: none"> Establish a Portrait of a Learner assessment portfolio requirement at natural transitions (e.g., grades 5, 8, and 12) where students must present evidence of aligned learning. 	Principal, Assistant Principal, and Team Leaders
Build a balanced assessment system that provides flexibility in how students demonstrate learning and integrates performance assessment.	Year 2	<ul style="list-style-type: none"> Develop assessment maps to show when, where, and how academic and Portrait of a Learner competencies are assessed. 	Principal, Assistant Principal, Team Leaders, and Teachers
	Year 2	<ul style="list-style-type: none"> Develop and implement performance-based assessments to support students in demonstrating the ability to apply and transfer learning in authentic contexts. 	Principal, Assistant Principal, Team Leaders, and Teachers
Create flexible and individualized pathways through which students engage with content.	Year 2	<ul style="list-style-type: none"> Develop understanding of strengths and interests within all K-12 students through the use of interest inventories, project-based learning experiences, and goal setting. 	School Counselor, Advisors, and Teachers
	Year 2	<ul style="list-style-type: none"> Expand opportunities for skill building via project-based opportunities, earning industry-recognized credentials, and college credit at the high school level. 	Principal, Team Leaders, and School Counselor

Grow our Systems

Goal 3: Design systems, schedules, and events that support innovation, flexibility, and equitable access to meaningful learning opportunities.

Strategy	Beginning Date	Key Action Steps	Owner
Enhance communication strategies within and beyond the school.	Year 1	<ul style="list-style-type: none"> Align the messaging of expectations across the administration to ensure consistency. 	Superintendent, Full Administration Team
	Year 1	<ul style="list-style-type: none"> Inform families about changes in school structure and programming using multiple strategies (e.g., social media, newsletters, etc.). 	Superintendent, Full Administration Team
	Year 1	<ul style="list-style-type: none"> Design systems to effectively communicate student progress towards Lincoln-Woodstock Cooperative School District Portrait of a Learner competencies. 	Superintendent, Full Administration Team, Team Leaders
	Year 1	<ul style="list-style-type: none"> Bring more community members and business people into the schools. 	Superintendent, Full Administration Team, Team Leaders
Analyze how resources are allocated (e.g. funding/time/human) in relation to the kinds of learning experiences that are desired, making shifts as appropriate.	Year 1	<ul style="list-style-type: none"> Leverage technology and virtual resources to support teaching, learning, and access to enriching learning experiences. 	School Board, Superintendent, Business Administrator
	Year 1	<ul style="list-style-type: none"> Analyze and reorganize staffing allocations as appropriate to prioritize student learning needs. 	Superintendent, Business Administrator, Principal
	Year 1	<ul style="list-style-type: none"> Develop operational budgets that provide the funding necessary to support achieving the goals within the strategic plan. 	School Board, Superintendent, Business Administrator, Principal



Goal 3: Design systems, schedules, and events that support innovation, flexibility, and equitable access to meaningful learning opportunities.

Strategy	Beginning Date	Key Action Steps	Owner
Revise school schedules to create greater flexibility and opportunity for students, including interdisciplinary and experiential learning, while considering the time needed for standardized testing, balancing with the time needed for interdisciplinary/project-based learning .	Year 2	<ul style="list-style-type: none"> Analyze requirements to determine alignment between what is needed for all and where there can be choice for those with specific interests, including factors colleges consider when making admission decisions. 	Superintendent, Principal, Assistant Principal, School Counselors, and Team Leaders
	Year 2	<ul style="list-style-type: none"> Identify and implement opportunities to promote professional collaboration among teachers to support co-teaching and interdisciplinary learning experiences. 	Principal, Assistant Principal, School Counselors, Team Leaders, and Teachers
	Year 2	<ul style="list-style-type: none"> Establish a committee to: <ul style="list-style-type: none"> Clarify the barriers that exist within the current schedule to implement interdisciplinary/project-based learning. Research and explore models. (e.g. with AM focus on traditional academics and PM focus on experiential learning). Develop clear criteria for evaluating options. Draft multiple options to address identified needs; Gather feedback. Identify and provide aligned professional learning. 	Principal, Assistant Principal, School Counselors, and Team Leaders
	Year 3	<ul style="list-style-type: none"> Pilot new schedule to support interdisciplinary, project-based learning. <ul style="list-style-type: none"> Gather feedback on impact. Communicate clearly with all stakeholders about changes. 	Principal, Assistant Principal, School Counselors, Team Leaders, Teachers



Goal 4: Foster a shared vision for student success grounded in innovative instruction and collaboration between the school district and wider community.

Strategy	Beginning Date	Key Action Steps	Owner
Establish a community learning corps to partner with local businesses, tradespeople, and colleges to expand access to out-of-school, authentic learning experiences.	Year 1	<ul style="list-style-type: none"> Develop an accessible list of potential community partners and resources that is shared with teachers. 	Principal, Assistant Principal, School Counselors, School Social Worker, and Team Leaders
	Year 2	<ul style="list-style-type: none"> Identify new partnerships with local businesses to increase opportunities for students to make authentic connections within their learning. 	Superintendent, Full Administration Team, ELO Coordinator, School Counselors, STEM Educator, and Team Leaders
	Year 3	<ul style="list-style-type: none"> Align partnerships and opportunities with the curriculum. 	Superintendent, Principal, Assistant Principal, School Counselors, and Team Leaders
Expand the definition of success by reporting to families and the community data points that include and go beyond test scores.	Year 1	<ul style="list-style-type: none"> Analyze the effectiveness of student-led conferences, identifying opportunities to strengthen the practice (e.g., intentionally integrate Lincoln-Woodstock Cooperative School District Portrait of a Learner competencies, focus on communicating learning in relation to goals, challenges experienced, and how families can support students with their next steps). 	Principal, Assistant Principal, and Teachers
	Year 2	<ul style="list-style-type: none"> Create structures to support students presenting evidence of proficiency around the Lincoln-Woodstock Cooperative School District Portrait of a Learner competencies at natural transitions (e.g. grades 5, 8, and 12), considering time in the schedule, ways to engage with an authentic audience, different ways to collect and share learning, locations, and supporting students in an ongoing manner. 	Principal, Assistant Principal, School Counselors, and Teachers
	Year 2	<ul style="list-style-type: none"> Use student-driven assessment strategies to communicate and demonstrate learning relating to STEM and project-based learning experiences with the wider community. 	Principal, Assistant Principal, School Counselors, STEM Educator, and Teachers

Goal 4: Foster a shared vision for student success grounded in innovative instruction and collaboration between the school district and wider community.

Strategy	Beginning Date	Key Action Steps	Owner
Engage meaningfully with parents by recruiting ambassadors who can connect with the wider community to generate additional learning opportunities for students (e.g. organizing guest speakers to support PBL units of study, cultivating community partners to expand innovative learning experiences beyond the school walls, etc.).	Year 2	<ul style="list-style-type: none"> Create a team of parent ambassadors to collate resources aligned with identified PBL experiences. 	Principal, Assistant Principal, School Counselors
	Year 3	<ul style="list-style-type: none"> Organize resources by grade span, topic area, and type (e.g. guest speaker, field trip, internship, etc.). 	Principal, Assistant Principals, Team Leaders
Effectively communicate progress towards achieving plan goals with students, staff, the Board and the wider community.	Year 1	<ul style="list-style-type: none"> Establish timeline for semi-annual board reports. 	Superintendent, Principal, Assistant Principal, Teachers
	Year 1	<ul style="list-style-type: none"> Within newsletters, make specific reference to progress on plan goals and integration of the Portrait of a Learner into learning experiences. 	Superintendent, Principal, Assistant Principal, Teachers
	Year 1	<ul style="list-style-type: none"> Create social media posts at least four times per year that highlight work towards achieving plan goals. 	Superintendent, Principal, Assistant Principal, Teachers
	Year 1	<ul style="list-style-type: none"> Establish dedicated time in school meeting structures to engage in discussion around plan goals, progress, challenges, and problem solving. 	Superintendent, Principal, Assistant Principal, Teachers



Glossary of Terms

Term	Definition
Career and Technical Education (CTE)	CTE stands for Career and Technical Education, referring to programs that provide students with academic and technical skills, knowledge, and hands-on training for specific careers or trades. CTE courses integrate core academic subjects with occupational knowledge to prepare students for postsecondary education and entry into the workforce. These programs often include classroom instruction, laboratory learning, and work-based experiences, helping students develop both technical and durable skills.
Co-Planning	Co-planning is when teachers work together to design lessons and learning experiences. By sharing ideas and strategies, they can create stronger plans that meet the needs of all students.
Co-Teaching	Co-teaching is when two or more teachers work together in the same classroom to support all students. They share responsibility for planning lessons, teaching, and helping students learn, which allows them to give more personalized support and different perspectives.
Durable Skills	Durable skills, also known as 21st-century, transferable skills, or global skills, are basic abilities that are highly valued by employers and used throughout life. Examples include collaboration, communication, and critical thinking.
Extended Learning Opportunity (ELO)	Extended Learning Opportunities allow students to learn knowledge and skills, and receive aligned credit, through study outside of the traditional classroom. This includes, but is not limited to: independent study, private instruction, work-based experiences, performing groups, internships, community service, apprenticeships, and online courses.
Flexible and Individualized Pathways	A flexible and individualized pathway means that each student can learn in a way that works best for them. Instead of everyone following the same route, students can move toward their goals at their own pace and in ways that match their interests, strengths, and needs. It's not one-size-fits-all—it's about giving students different options for how they learn and show what they know.
High-quality professional development	High-quality professional development helps teachers gain the knowledge and skills they need to ensure students achieve at high levels. It leads to better teaching and better learning for students. Characteristics include collaboration, modeling, ongoing support from experts, seeing clear examples, getting feedback, and having time to practice and reflect over time (Darling-Hammond, et al., 2017).
Industry-recognized credentials	Industry-recognized credentials are official certificates, licenses, or certifications that show a student has the skills and knowledge needed for a specific career or field. They are valued by employers and colleges because they come from trusted professional organizations or industries. In schools, earning these credentials helps students connect what they learn in class to real-world jobs and future opportunities.
Instructional Rounds	Instructional rounds are a structured way for educators to work together to improve teaching and assessment (City, 2011). Groups of educators visit classrooms, look for patterns, and work on ways to improve teaching and learning. The goal is to build a shared understanding of what is happening across classrooms and enhance instructional practice.

Term	Definition
Interdisciplinary	An interdisciplinary project is a learning experience that combines different subjects, like math, science, and social studies, so students can explore big questions or challenges in a more connected way. Instead of looking at a problem from just one angle, students bring ideas and methods from multiple areas together to create a deeper understanding and new solutions.
Learner-centered	Being learner-centered prioritizes the needs, interests, and strengths of individual learners, ensuring learning is authentic and relevant so that learners can increasingly take ownership of the process.
Learning Progressions	Learning progressions are maps or step-by-step paths that show how students usually move from beginner to more advanced levels. They help teachers and students understand what students already know, what they are ready to learn next, and how to help them keep growing.
Performance-based Assessment	Performance-based assessment is a way for students to demonstrate what they know and can do by applying their learning to solve an authentic challenge. It includes opportunities for students to demonstrate both academic content and durable skills.
Portrait of a Learner	A Portrait of a Learner is a shared vision that defines the skills, knowledge, and mindsets students need to thrive in and beyond school. It acts as a compass for teaching and learning, outlining not only what students should know, but also who they should become by the time they graduate.
Project-based Learning	Project-based learning (PBL) is when students learn by working on a meaningful project that connects to real life. They dive into a question or challenge, spend time exploring it, and then share what they've learned by creating something to show their ideas. Along the way, they build important skills like problem-solving, teamwork, and communication.
STEM	STEM learning brings together science, technology, engineering, and math in a hands-on way. Instead of just working from a textbook, students use these subjects together to solve real-world problems, think creatively, and work as a team. It helps them build the skills and mindset they'll need for the future.
Student Engagement	Student engagement refers to the level of interest, involvement, and excitement students show for learning. When students are engaged, they pay attention, ask questions, try their best, and care about what they are doing in class.

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