



STRATEGIC PLAN PROGRESS REPORT DASHBOARD 2020-2025

Lincoln Moving Forward
Our Strategic Plan from 2020-2025



LINCOLN

STRATEGIC PLAN PROGRESS REPORT DASHBOARD 2020-2025

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Continuous Improvement

As an international school located in the cosmopolitan city of Buenos Aires, Asociación Escuelas Lincoln enjoys a strong reputation. People speak about “that special sauce” upon which Lincoln built its good reputation. As the world continues to change, local and global economies shift, and expectations evolve for schools, it is natural that Lincoln faces new challenges and opportunities. The global pandemic of 2020, now going into 2022, is clearly an example of the VUCA environment in which we operate - volatile, uncertain, complex, and ambiguous. The new challenge for Lincoln is to avoid being lured into the complacency of remaining a good school, and instead to embrace the work required towards becoming a great school that is continuously improving. In a rapidly changing global environment, if schools are not prepared to continuously evolve and grow, they will quickly find themselves becoming irrelevant. Staying relevant in a highly competitive world requires having a compelling purpose around which all efforts rotate, a culture of continuous improvement in which everyone is committed to learning and growing, and a highly skilled workforce ready to embrace innovation and change. These are the vital elements of a progressive organization ready for the future. Lincoln’s Board of Governors recognizes the challenges facing the School and is committed to supporting the transformation towards a new future.

Background Story 2019-2021

In the 2019-2020 school year, Lincoln’s Board of Governors and the new Superintendent worked together to initiate a Strategic Planning process. The purpose of this process was to create a new mission that would be relevant for the evolving needs of students and to develop the right organizational goals that would build a stronger, more cohesive school better prepared for a new future. Prior to the Strategic Planning Retreat held in February 2020, multiple opportunities were used for gathering information from the community through surveys and conversations with members of the community. The last accreditation self-study and visiting team report were reviewed and previous strategic plans were also studied. The Board secured the outside services of two consultants - Craig Johnson, Head of the American School of Bombay, and Dr. Michael Ehrhardt, Director of Cary Academy - to serve as facilitators of the process. The external consultants took the information, and provided a structured process through which members of the community reflected on Lincoln’s past and its present, naming strengths and weaknesses, and began envisioning a desired future. Through this strategic planning process, community members identified areas of strength and areas for improvement, as well as determined the possible threats and potential opportunities facing the school. Including the three incoming new Principals in the Retreat also provided a connection that would bear future fruit. The outcome of the Retreat was a strategic plan framework with four objectives defined as strategic areas in which we would dedicate resources and energy over the next 3 years, thus creating a pathway towards our school mission. Plans were underway to launch the process in March 2020.

However, our plans did not unfold as expected. Soon after the February 2020 retreat, a global pandemic spread around the world. The COVID-19 virus caused borders to close and many countries moved into a state of quarantine. In March 2020, the Argentine government closed all schools and most businesses and initiated a very strict quarantine, restricting all movement throughout the country. Argentina was under strict lockdown from March 2020 to November 2020, one of the longest quarantines in the world. Lincoln moved into Distance Learning mode, and our faculty continued to support student learning from their homes, while a quarter of our student population remained abroad. Throughout the remainder of the 19-20 school year, our energy and focus turned towards supporting our students from afar. We faced many challenges including a deep fear as we watched the virus take its toll all around the world. We completed the school year in Distance Learning mode and held our graduation ceremony virtually.

We spent the months of June and July 2020 during our winter break preparing for a new school year. We opened the 2020-2021 school year in Distance Learning mode, with 24 new faculty members and 5 new administrators remaining abroad, unable to enter the country. Aside from the complexity of leading from a distance, there was the additional intricacy of new administrators and teachers trying to integrate into our school culture. Fulfilling our core responsibilities from a distance, took every ounce of time and effort. We focused on establishing a sense of community, with Connection, Caring and Commitment as our unifying concepts. The emotional toll of

STRATEGIC PLAN PROGRESS REPORT DASHBOARD 2020-2025
Lincoln Moving Forward: Our Strategic Plan 2020-2025

being apart was clear for many members of our community, and the academic gaps worried parents and teachers alike. In November 2020, some restrictions in Argentina began to loosen. Local authorities allowed a limited return model, in which students in small groups of 9 came on campus for a 90 minute period for reconnection activities once a month for most grades, and once a week for Grades 6, 7 and 12. After the summer vacation, Lincoln was able to open our campus for a partial return of all grades, and we are cautiously hopeful that this pathway will lead us towards a full return to campus.

COVID-19 continues to have a drastic impact on everyone's lives. Every moment of our time, our full attention as a school was refocused on maintaining student learning under extremely challenging circumstances. Our Distance Learning program morphed several times as we attempted to meet changing student needs. Learning to work in a virtual environment was extremely challenging with many ups and downs. Maintaining an outdated model of school no longer met our needs and we found ourselves seeking something better. How to move away from antiquated practices, strengthen those timeless, classical practices, and create new contemporary practices, while becoming more cohesive and coherent as an educational institution? This is the work we face going forward, even during this time of pandemic. Many have commented that the Lincoln spirit remained strong and evident throughout the quarantine period. We are a special community, surely capable of the grand and beautiful work of continuous transformation!

Update June 2022

This past school year 2021-2022 the Lincoln community fully returned to campus. We began the year tentatively, with many restrictions still in place, and then slowly, as Argentina steadily increased its vaccination rate and local conditions improved, we were able to move away from mandated restricted entry to campus, social distancing, mask wearing, and limited cafeteria seating, to what many saw as "back to normal". We were still being careful, monitoring our situation, and remaining in touch with local authorities. Towards the last month of the school year, the number of Covid cases within our student and staff community increased, with cases being announced daily across all divisions. With a highly transmissible virus and weakened immune systems, many caught the virus. Fortunately, our community had a high vaccination rate, so for many, the virus was not more severe than the flu and people were able to recover. In accordance with local regulations, school continued as usual, and no isolation was required for close contacts. Graduation took place in person, and students and families were very grateful to celebrate together.

During this school year 2021-2022, the priority for our community was to return to campus safely and reinvent learning post pandemic. Building a sense of well-being, belonging, and trust was needed, especially with new administrators and faculty members. We needed to get to know one another, while addressing learning gaps among students, and ongoing anxiety about Covid. Lincoln's Strategic Plan remained in the background, with several people quietly continuing to work on several End Results. As we end the school year, many of the End Results remain in Priority Focus which will continue into the 2022-2023 school year.

STRATEGIC PLAN PROGRESS REPORT DASHBOARD 2020-2025
Lincoln Moving Forward: Our Strategic Plan 2020-2025

Tracking Progress on our Strategic Plan

We will keep track of progress using the color-coded method below to show where we are in implementation each year. At the end of every school year, we will document our results with an annual report. To accommodate changing circumstances and new realities, we will regularly reflect on our work to determine what needs to change in our plans or in any aspect of implementation in order to better achieve our desired results.

Implementation Status			
Not Initiated Yet	In Initial Build Up	In Priority Focus	In Breakthrough
The end result has not yet been developed.	The end result is in development, actions are being planned for the near future.	The end result is a major focus requiring the involvement of many individuals, resources, and time. Actions are taking place.	The end result has become an accepted component of the school and will continue to make progress.

LINCOLN'S MISSION STATEMENT

We inspire and challenge all of our learners
to be kind and ethical members of a global community.

We empower them to develop into
self-aware, confident, innovative, and collaborative change-agents
committed to honoring diversity and enhancing their world.

Strategic Objective 1: Teaching and Learning

Lincoln School will employ evolving curricula and instruction, personalized learning, innovative technologies, and meaningful real-life experiences and community engagements, to position all our learners as thoughtful leaders and global change agents.

Champions: Director of Teaching and Learning, Principals, Teaching and Learning Team, Director of Student Support Services

#	End Result	2020-21	2021-22	2022-23	2023-24	2024-25
1.1	A shared understanding of learning and clear objectives for all learners drive school programs and practices in teaching and learning at Lincoln.					

STRATEGIC PLAN PROGRESS REPORT DASHBOARD 2020-2025
Lincoln Moving Forward: Our Strategic Plan 2020-2025

	<p>June 2021: We now have a Definition of Learning, and Attributes of a Lincoln Learner in place and will be sharing with the community this coming school year. Our intention is that these will become foundational pieces for all teaching and learning decisions, including overall student development.</p> <p>For 2022-2023: In Breakthrough Recommend increased focus of ALLs as key components of curricular and professional development efforts.</p>					
1.2	<p>An up-to-date Student Information System and Learning Management System is in place to manage Teaching and Learning effectively.</p> <p>June 2021: We purchased PowerSchool as our Student Information System and Schoology as our Learning Management System and are in the process of implementation. We will conduct training and support for staff on both tools.</p> <p>May 2022: With the departure of staff overseeing LMS, we decided to hire a new LMS specialist to lead the process of ongoing implementation.</p> <p>For 2022-2023: In Breakthrough Recommend reinforcing the role of the new LMS specialist to offer ongoing support for implementation, including ensuring that student and family data is loaded correctly and efficiently into the system, training for office staff to use the system effectively, and support for reports and expanded usage.</p>					
1.3	<p>Resources and systems are in place to ensure that the curriculum is viable, vertically and horizontally aligned, and that it continues to evolve and be relevant, and that it remains in service of the mission, DoL and ALLs.</p> <p>June 2021: We hired a new Director of Teaching and Learning to lead our curriculum development processes over the next few years. She will also oversee our Professional Development work and our NEASC Accreditation process.</p> <p>May 2022: With the hiring of a Director of Teaching and Learning, we have been able to obtain solid data regarding the number of completed units of study across all divisions of the school. We now have a clear unbiased picture of where we are in terms of our documented curriculum and what is needed going forward, with over 700 units of study being delivered across all three divisions. We recognize that there are some gaps and overlaps in our written curriculum documentation and that there was not a comprehensive and sustainable curriculum storage plan to house the documented curriculum. We began using Schoology in MS/HS for storage of taught curriculum (daily work/assignments). We use GoogleDrive Curriculum folder for storage of written curriculum plans. Schoology is a learning management system that provides students with access to teaching and learning resources, lessons, and assignments over a period of time. It does not provide an overview of curricular information, so we will still need to focus on building vertical and horizontal articulation. In addition we recognize that our faculty need to develop a</p>					

STRATEGIC PLAN PROGRESS REPORT DASHBOARD 2020-2025
Lincoln Moving Forward: Our Strategic Plan 2020-2025

	<p>strong shared understanding of the value of curriculum documentation, and the skill of planning for instruction and differentiation. These are major areas of attention for the next 2 years.</p> <p>For 2022-2023: In Priority Focus For the 2022-2023 school year, we have allocated designated time for curriculum development for every team, including some time for cross divisional teams to work on curriculum, with clear deliverables at the end of the year to complete all Unit Plans and house a website for curriculum information. The work will be structured and guided by our Director of T and L and visibly supported by Principals. Teacher Leaders will also receive training and support for leading unit development work with their teams. This work will be a two year commitment and we envision that rather than a static fixed review cycle, we will have an ongoing structured process of reflection and review so that adjustments can be made based on current needs, determined through collaborative Inquiry and data driven dialogues.</p>					
1.4	<p>Faculty use contemporary approaches to integrating technology into instructional practices to enhance learning.</p> <p>April 2022: Lincoln provided many digital resources over previous years. We are now a Bring-Your-Own-Device school from Grade Five through High School and in ES grades, we provide ChromeBooks and Ipads. Integration of technology occurs in multiple ways at Lincoln: integrated into curricular areas such as science, arts, etc. or taught as a discrete subject. In the ES, technology is often integrated through the NGSS standards, which require a focus on engineering and design practices. Some examples include designing a Mars Rover using Robotics/Space Systems LEGO Spike in Grade 5, using the maker space in Grade 3, and introduction into coding through What I Need time in multiple grades. In Middle School and High School Design and Technology is taught as a discrete subject, with courses such as Introduction to Computer Science, Hardware and Networking, Introduction to Programming , Robotics, 3D modeling, and Video Design. Students have access to multiple tools for learning, including laser cutters, 3D printers, Bebots robots, LEGO STEAM Duplo and more.</p> <p>For 2022-2023: In Priority Focus Recommend a review of technology skills expected of students, and planning how to integrate them into the Unit Planning process. Also recommend a review of Tech and Design courses, to ensure that there is an aligned progression of skills and concepts, and that Maker Spaces are based on a common philosophy around the design process.</p>					
1.5	<p>Many varied opportunities exist for students to demonstrate learning in authentic ways, take ownership of their learning, expand areas of interest, and receive meaningful feedback that moves them forward in their learning.</p> <p>April 2022: Students have opportunities to demonstrate their learning by leading and coordinating whole school activities, such as assemblies. Grade 5 students manage each assembly, and every single grade contributed their own learning to one of our Fabulous Friday assemblies this year. Additionally, Grade 5 students also created content to share out in weekly News Updates to highlight learning and events within the Elementary School. In our library, our</p>					

STRATEGIC PLAN PROGRESS REPORT DASHBOARD 2020-2025
Lincoln Moving Forward: Our Strategic Plan 2020-2025

	<p>"pages" support the librarian staff with book repair, rehousing and cataloging, and library decoration and event promotion. In various classrooms we have student directed Passion Projects that can be completed during weekly free-learn time, or completed during learning units. An example of this are Grade 3 students who learn about economic cycles and then create their own item and sell it during an open marketplace. Opportunities like these engender engagement through passion. The ES has differentiated instructional groups for literacy and mathematics, based on ability and skills. In addition we added designated time for small groups to receive specific targeted support (What I Need or WIN Time). We began the Leveled Literacy Intervention program for reading intervention. The Middle School focused on interdisciplinary learning with teachers working collaboratively. This helped students to understand that real world learning integrates skills and knowledge across different disciplines. Additionally, teachers created assessments that frequently allowed students to respond in a personal manner and to extend their work according to their areas of interest. Teachers focused on giving feedback that responds to subject standards and helps students to understand that their learning is a continuous process. Students set goals and reflect on their learning with the assistance of their teachers.</p> <p>The High School launched <u>Lincoln IMPACT</u> this year, providing G9 and 10 students with a personalized interdisciplinary, community-connected learning experience featuring the Attributes of a Lincoln Learner (ALLs) and the United Nations Sustainable Development Goals (SDGs). Working in teams, students identified an SDG that resonates with them and then refined their thinking and research to focus on solving a local issue. They attended workshops on research, communication, data analysis, collaboration, and leadership, developing essential transdisciplinary dispositions and skills that align with our core academic curriculum. Students received feedback and guidance throughout the project from external "experts" who are members of our local community who volunteer to share their expertise. At the end of the week, students presented their proposals in the hopes of creating sustainable solutions to authentic problems. In addition, the HS launched the <u>Lincoln Internship Program</u> this year for all Grade 11 students to take part in a one-week internship sponsored by a member of our community, who will act as a mentor, providing feedback and guidance to students who take part in authentic learning experiences in the world of work. Mentors supervise Lincoln students for a period of a week at their place of work, whether it is an organization, institution, charity, private enterprise, large or small company. During this week, the students are introduced to the realities of life at work and to its demands, its rewards, joys and challenges. The aim of the Lincoln Internship Program is to provide opportunities beyond the classroom for students to engage in learning experiences that enhance the development and fulfillment of requirements of the International Baccalaureate Diploma Program (IBDP), Creativity, Activity, Service (CAS) Learning Outcomes, the Attributes of a Lincoln Learner (ALLs), and the curriculum of Citizenship of the Argentine National Program.</p> <p>For 2022-2023: In Priority Focus Recommend that each division continues to expand and strengthen student ownership of their learning with opportunities for choice, voice, leadership, and meaningful involvement in decision-making, as well as student voice and choice integrated into our written, taught, and assessed curriculum.</p>					
1.6	Lincoln has integrated Argentine requirements seamlessly to have one cohesive curriculum					

STRATEGIC PLAN PROGRESS REPORT DASHBOARD 2020-2025
Lincoln Moving Forward: Our Strategic Plan 2020-2025

	<p>April 2022: We have taken steps forward in the ES to align the Social Sciences/Ciencias Sociales and Language & Literature units in both Spanish and English, looking for overlap, alignment, and gaps in instruction. This has resulted in a curriculum plan that includes the Argentine requirements and incorporates themes from the C3 standards. We are also beginning to explore how to adapt elements of Reading/Writing Workshop from our English Literacy program into our Spanish Literacy Program. We worked with a Literacy consultant group to provide targeted PD for our English teachers and separate, equally targeted content for our Spanish teachers. Through this work we developed common curricular agreements that are equal in our English and Spanish program and which stipulate our key agreements for the structures, programs, resources, and ideology for teaching literacy, regardless of the language.</p> <p>All Middle School students complete Argentine curricular requirements in a bilingual school setting. Next year we will be focusing on greater collaboration between subjects that are taught in Spanish and those taught in English. We want these teachers and students to be aware of common areas for skills development, subject area overlap, and for students to see alignment between these subjects. To achieve this, we are joining our languages A subjects (Spanish and English) in one academic department, similar to High School and the same for Social Studies and Ciencias Sociales.</p> <p>High School students engage in the Argentine National Program by taking specific Argentine courses and by studying topics from the Argentine curriculum that are integrated into Lincoln core curriculum. All Lincoln students study Argentine History in Grades 9 and 10, and topics from the Argentine curriculum are integrated into our Spanish Language and/or Literature, Health, and Social Studies courses. In grade 11 and 12, students take a course based on specific units in the Argentine curriculum, known as "Estudios Culturales". Students also study topics from the Argentine curriculum integrated within our courses in Spanish Language and/or Literature, History, Global Politics, Economics, and Theory of Knowledge.</p> <p>For 2022-2023: In Priority Focus Recommend increased collaboration between subjects taught in Spanish and those taught in English, and attention to a curricular review of English/Spanish curriculum to ensure they enhance and support the learning in both language areas. Also increased opportunities for students to have a range of experiences in Argentina, including cultural, service and environment-based opportunities.</p>					
1.7	<p>A long-term commitment exists to becoming an inclusive school and serving a managed number of students representing the full range of learning differences and language diversity.</p> <p>April 2022: Our Director of Student Support Services worked steadily with Divisional Principals to build a foundation for inclusion, an awareness of all teachers' responsibilities to meet individual student needs, and a willingness to accommodate and modify instruction across all disciplines. Our faculty understand the importance of expanding their own ability to meet diverse needs, in addition to Learning Specialist teachers. Every division follows a structured process of reviewing individual student needs with a multidisciplinary team and determining how best to meet the needs of that student, revisiting the process multiple times. The Counselors take a lead role in this regard, and all 3 Principals are directly involved. Going forward, we are planning on intentional inservice training around Tier One</p>					

STRATEGIC PLAN PROGRESS REPORT DASHBOARD 2020-2025
Lincoln Moving Forward: Our Strategic Plan 2020-2025

	<p>intervention systems and strategies to support differentiation within the classroom setting and building a stronger understanding of Universal Design for Learning (UDL) and Response to Intervention (RTI).</p> <p>Prior to the pandemic, the Learning Support team put forward a proposal to create sensory spaces in each division. Since returning to campus, that work has resumed and a space has been identified in each division for designing age-appropriate, supervised spaces for students to seek respite when emotionally or sensorially elevated, practice taught strategies, and/or receive direct instruction for regulation. Sensory resources ordered in 2020 are in place for use in the Middle School, and all materials and work for the Elementary School and High School sensory spaces have been ordered.</p> <p>The Support Services department is now collaborating more consistently with the Wellness Team, which is critical in supporting the holistic needs of our students. The Wellness Team supports planning for medical needs, accessibility, and emergency protocols and procedures for students with learning needs.</p> <p>In addition, our Director of Student Support Services worked with others to understand local regulations for serving students with special learning needs including the required partner relationship with local special schools. This has been a complex task, and the team is to be commended for their major efforts this school year. We now have a clear and solid understanding of the local process and how to ensure services for students. Finally, we submitted a proposal to become a recognized and authorized school that serves students with special needs within our campus. If approved, we will be a very unique institution in Argentina serving bilingual students with special needs within our own campus. Our proposal is currently in the hands of our school advisor Marta Cordo, and we await the decision of authorities in La Plata.</p> <p>For 2022-2023: Continued In Priority Focus Lincoln will need to continue finding best ways to serve students with special learning needs, notwithstanding the official decisions from La Plata. Implementation of the MTSS model will need direct guidance and attention from the Dir of Student Support Services, Principals and Counselors. Continued targeted support for PD for faculty is needed as well as continued expectations for differentiation in instruction across all areas. As we admit students with intensive needs next school year (with a modified learning program and accompanying financial cost to the families), we can expect more applications for intensive needs to come our way. Visible support for this strategic expansion is needed from members of the Board and the Admin Team.</p>					
1.8	<p>Every student is supported in their overall well-being and both social and emotional skills are valued and intentionally taught.</p> <p>April 2022: We are developing a scope and sequence for Social and Emotional Learning that includes skills in Health and Wellness, Social and Emotional Development, and Comprehensive Sex Education. ES adopted the Second Step curriculum, with dedicated time in the schedule for Counselors to work with each class. MS and HS adopted the Character Strong curriculum which is supported by the Counselors and Grade Level Advisors. Health is a discrete subject in grades 6-10.</p>					

STRATEGIC PLAN PROGRESS REPORT DASHBOARD 2020-2025
Lincoln Moving Forward: Our Strategic Plan 2020-2025

	<p>2022-2023: In Priority Focus Recommend intentional support for teachers to integrate SEL into their day to day instruction as well as subject area curriculum. Complete the K-12 vertical scope and sequence of social emotional learning curriculum in addition to a comprehensive sexual health education curriculum.</p>					
1.9	<p>There is a cohesive school wide approach to community service and service learning that supports student-led initiatives as well as school-led partnerships, providing opportunities to build cultural connections both locally and globally.</p> <p>April 2022: Update: While both programs have long been in existence in Lincoln, they were assigned to individual staff who took responsibility for these programs individually without any stated school wide commitment. The Strategic Planning process from 2020 pointed towards formalizing our commitment so that we have a comprehensive approach across the whole school. Recently, interested staff were invited to join an open dialogue about where we have been and where we want to go and we agreed to write a schoolwide statement of intention and commitment, as well as to appoint specific staff to coordinate divisional efforts and to ensure a sustainable and equitable schoolwide commitment over time, with strong student involvement and leadership in all three divisions.</p> <p>2022-2023: In Priority Focus Recommend divisional leadership for these two areas and bringing these teams together with the Academic Leadership of the school to discuss plans, ensure coordinated efforts and share successes.</p>					
1.10	<p>Extra curricular activities and athletics are intentionally aligned to support developing the Attributes of a Lincoln Learner.</p> <p>After the pandemic our priority was simply to ensure that in-person athletics and activities started again, which they did, with much appreciation and success.</p> <p>For 2022-2023: For Initial Build-Up Our new Athletic Director will begin to put attention towards this, build awareness and understanding about the new Attributes of a Lincoln Learner to find ways to intentionally support them in our extra curricular program.</p>					

STRATEGIC PLAN PROGRESS REPORT DASHBOARD 2020-2025
Lincoln Moving Forward: Our Strategic Plan 2020-2025

Strategic Objective 2: Professional Growth

Lincoln School will develop as a professional learning center that attracts, develops, and retains world-class faculty and staff through engaging and inspiring growth opportunities

Champions: Admin Team, Human Resources Team, Teaching and Learning Team, Rebekah Madrid, DOIT+ Team

#	End Result and Leaders	2020-21	2021-22	2022-23	2023-24	2024-25
2.1	<p>The organizational culture supports continuous improvement and builds formal systems and structures that promote a growth mindset, trust, commitment, accountability and results across the school.</p> <p>April 2022: Returning to campus in July 2021 after the uncertainty and stress during the pandemic presented new challenges. Several new leaders didn't have a chance under pandemic conditions to build in-person connections or to become familiar and known to the community. A large drop in enrollment because of the pandemic meant Lincoln was overstaffed, which led us to offer voluntary resignation packages to bring staffing closer to enrollment needs. We felt the need to build trust, to gain new energy for moving Lincoln forward after the pandemic. There is an ongoing puzzle about Lincoln's identity - whether it is an international school or an Argentine school - which is often linked to feeling valued or not. Local hires feel undervalued, foreign hired faculty do not always feel welcomed and valued, long serving staff and newer staff claim feelings of being undervalued on both sides. Students desire more involvement and ownership. In general we seek to improve our culture of belonging, fundamentally tied to our work on inclusion and being a place where no matter who you are, your gender, orientation, identity, culture, language, abilities, or age, we want you to feel that Lincoln is a place where you belong. We began the year with a focus on Belonging and several activities designed to raise awareness. We took several actions this year:</p> <ul style="list-style-type: none"> We began with a focus on intercultural awareness building. The Admin Team and Teaching and Learning Team completed the Intercultural Development Inventory which is a tool for helping us identify where we are in our intercultural awareness and sensitivity so that we can continue growing this skill. Jacinta met with each of us to explain our scores on a continuum and where we were as a collective group of leaders, and our next step is to work collaboratively on expanding our intercultural competence. We brought an external consultant, Jacinta Williams, to our campus to conduct an awareness training for all staff around what belonging means, what it looks and feels like, and what can get in the way of belonging. We learned about bias (explicit and implicit), prejudice and stereotypes that can interfere. We discussed how to handle microaggressions individually and as a community, and we learned about how important it is to focus on impact as opposed to intention. This is just a start to building awareness. We conducted several Listening Circles to hear from members of our community. The data shared was analyzed in order to create actions. We convened a group of interested volunteers willing to step forward to lead this work into 					

STRATEGIC PLAN PROGRESS REPORT DASHBOARD 2020-2025
Lincoln Moving Forward: Our Strategic Plan 2020-2025

	<p>next school year. This group met twice to identify highest priority concerns and recommended actions for the 2022-2023 school year.</p> <ul style="list-style-type: none"> We asked Jacinta to conduct training for our recruitment team around practices that were unbiased and designed for equity. <p>For 2022-2023: Continue In Priority Focus Recommend formalizing Lincoln's commitment to DEIJ work with a written statement and specific actions. Recommend using the newly formed DEIJ team to lead DEIJ efforts and continuing to listen, learn, and take action to improve our sense of belonging for everyone in our community.</p>					
2.2	<p>All policies are clearly written and easily accessible and a process of policy review takes place regularly.</p> <p>April 2022: We have collected all policies in one place. We also developed a written review protocol and a calendar of policies to review, and next school year we will begin a regular review of all operational or administrative policies, over a two-year period.</p> <p>May 2022: Developed a policy review process, with identified policies to be reviewed (and potentially re-written) over a 2 year period.</p> <p>For 2022-2023 In Priority Focus Recommend creating an Internal Policy Review Committee with members from the Admin Team and others to create Internal Administrative Policy Manual and to begin a review of all policies.</p>					
2.3	<p>Robust and strategic HR practices continue to professionalize the organization.</p> <p>April 2022: We initiated a review of Compensation and Benefits for Local Faculty and Staff by beginning with a focus on staff salaries. We engaged an external HR consultant to obtain market data from the business and education sectors in Buenos Aires regarding every staff position. We used this data to review every staff position and to determine if our salaries are positioned appropriately. We have made some adjustments and are currently in the process of planning for adjustments to other positions. There is still a need for proactive communication from HR in order to build transparency, enhance trust, and improve staff morale.</p> <p>Regarding recruitment, Lincoln continues to attract candidates for faculty positions and we would like to better attract top candidates in the local market. We restructured the HR team to assign one person to focus on recruitment.</p> <p>For 2022-2023 Continued In Priority Focus Recommend a comprehensive review of all local faculty salaries as well as a review of all benefits for all local staff positions with the goal of moving towards balance and equity. Plan for proactive HR communication efforts.</p> <p>Recommend that Recruitment Coordinator works closely with Marketing staff to develop a strategy to attract top local candidates for Lincoln teaching openings by intentionally expanding our visibility locally, building partnerships with local universities, and seeking targeted opportunities to showcase our school locally.</p>					

STRATEGIC PLAN PROGRESS REPORT DASHBOARD 2020-2025
Lincoln Moving Forward: Our Strategic Plan 2020-2025

2.4	<p>A strategic professional development plan is used to develop skills and knowledge relevant for various roles and aligned with the mission and strategic direction of the school.</p> <p>April 2022: T and L team reviewed previous practices on Professional Development and developed a simpler form to request PD funds, a more transparent allocation of PD funding, based on PD priorities. The T and L team reviewed several funding requests from faculty, sought input from faculty on PD priorities, and reviewed proposals for external consultants.</p> <p>For 2022-2023 Continued In Priority Focus Recommend proactive communication about PD plan for next year, proactive planning early in the year on use of consultants, shared PD efforts across divisions. Also building leadership skills of our Teacher Leaders, Coaches, and Assistant Principals. In addition, develop a parallel approach for administrative staff to request PD funds.</p>					
2.5	<p>An effective system of evaluation and supervision of staff exists and is understood as a mechanism for ongoing improvement and support.</p> <p>April 2022: In the first semester, the Academic Leadership team spent a significant amount of time discussing this topic, reviewing past practice at Lincoln, and determining a model that Lincoln could use for Faculty Evaluation. We now have a set of Lincoln Competencies and Expectations for Faculty, which uses well recognized research-based competencies, appropriate across all divisions, which is inspired by our mission, our definition of learning and attributes, as well as the NEASC Learning Principles. We have separate competencies for Classroom Teachers, Counselors, and Librarians, based on the different roles they hold. In February, we shared our plan with the faculty. Since we were launching in the second semester, we decided on a modified approach for this year and then next year we will begin the full plan. The full plan includes a a)Written Self-Evaluation of the Competencies, identifying areas of strength as well as growth, b)Observations of Learning with accompanying Reflection Conversation, c)written Feedback from a supervisor, d)Exemplars of Professional Evidence, e)written End of Year Professional Review and Goal Setting with a supervisor. Additional components will include peer observations and reflection processes, and student surveys.</p> <p>We developed a draft set of Competencies for Lincoln Leaders which is aligned to the Attributes of a Lincoln Learner. The process will include self-reflection, observations of performance from supervisor, 360-style feedback, written feedback from supervisor and collaborative goal-setting. We also intend to develop a draft set of competencies for Support Staff, with a model for evaluation and supervision.</p> <p>For 2022-2023 Continued In Priority Focus Recommend monitoring this evaluation system to see how well it addresses effective instructional practices resulting in improved student learning. Focus on feedback as a core component of performance appraisal - from students, colleagues, parents, etc. Also we want to link teacher goals with PD opportunities.</p>					

STRATEGIC PLAN PROGRESS REPORT DASHBOARD 2020-2025
Lincoln Moving Forward: Our Strategic Plan 2020-2025

2.6	<p>Technology tools, systems and processes are used effectively by all staff to support organizational efficiency and professional accountability.</p> <p>April 2022: With an outdated student management system (Rediker), we reviewed several options of Student Information Systems and decided to adopt PowerSchool as our student information database, admissions, scheduling and reporting system. Training from the PowerSchool providers was launched for all office staff with support from the DOIT team. In addition, we explored the use of Schoology as a Learning Management System that would improve the planning, organization and communication to students and families about course material in MS and HS. Training was launched for all MS and HS teachers. Launching new software during the pandemic was not easy and progress was slower than planned. Other software is in use in the Finance Department (BAS software) and the Human Resources Department (Twins software). Both departments consistently use these tools and implementation was done by each department.</p> <p>At the beginning of the 2021-2022 school year, more training in both PowerSchool and Schoology took place and staff are becoming more comfortable with these new tools. A DOIT member was designated as point person for PowerSchool and his job description was rewritten with this responsibility. When he recently resigned, we are currently interviewing to replace this position with some restructuring in mind.</p> <p>Also an audit of infrastructure systems and processes was conducted and the results provide the DOIT team with concrete goals with a major focus on maintaining an up-to-date inventory and proactive planning for scheduled turnover of devices.</p> <p>There is a need for more frequent, focused and organized training in upgrading tech skills. Some of the tech skills needed are: spreadsheets, Google suite usage (drives, email and calendar usage), technical writing, project management, inventory management, comparative data analysis, etc. The DOIT department will take ownership of providing relevant in-house training for staff.</p> <p>For 2022-2023 In Priority Focus Recommend continued attention to putting systems and structures in place to allow for tech improvements, and the development of a tech renovation cycle and budgeting for this. Additionally, we have a goal to develop a standardized approach to classroom setup and expectations of teachers. Improvements are underway and will continue into the 2022-2023 year for our wireless services and management of our network.</p>					
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STRATEGIC PLAN PROGRESS REPORT DASHBOARD 2020-2025
Lincoln Moving Forward: Our Strategic Plan 2020-2025

Strategic Objective 3: Institutional Advancement

Lincoln School will enhance our school's brand on the local and global level through the highest quality of partnerships, associations, and communications that differentiates and celebrates our organization and brand.

Champions: Marina Daporta, Claudia Pacha, Superintendent, Principals, Directors

#	End Result	2020-21	2021-22	2022-23	2023-24	2024-25
3.1	<p>Lincoln has a clear brand with a strong set of value propositions and promotes it consistently across all communication.</p> <p>April 2022: Initial discussions have taken place but more needs to be done to develop this in line with a comprehensive marketing plan targeted to attract students.</p> <p>For 2022-2023 In Priority Focus We need to be clear about Lincoln's identity and value proposition for both local families and international families, local staff and international staff.</p>					
3.2	<p>Lincoln's school website and use of social media is used effectively to communicate and promote the school.</p> <p>April 2022: We began a partnership with Finalsity to build a new website but then the pandemic caused a shift in priorities and content was not completed. The Communications Team has been working on this but this past school year other priorities took precedence. There are plans to complete components of the website by August 2022.</p> <p>For 2022-2023 In Priority Focus We will contract an external freelancer (former staff member) to complete items for the website. We will also need content developed for key areas of the website.</p>					
3.3	<p>A long term marketing plan addresses the need to identify potential new markets.</p> <p>April 2022: Initial discussions have taken place to map out what should be included in Lincoln's first Marketing Plan.</p> <p>For 2022-2023 In Priority Focus We are interested in conducting a market research study to understand what might attract potential local families to Lincoln over the next 2 years. Our Marketing Plan needs to be focused and targeted so that it is successful at this first level, as opposed to being overly ambitious.</p>					
3.4	<p>Systems are in place to engage parents in supporting learning and overall school advancement.</p> <p>April 2022: We are slowly recovering after the pandemic and finding relevant ways to connect with parents. Each Principal hosts monthly Parent Coffees and also has a group of PAL grade level representatives which they meet with</p>					

STRATEGIC PLAN PROGRESS REPORT DASHBOARD 2020-2025
Lincoln Moving Forward: Our Strategic Plan 2020-2025

	<p>regularly to stay in communication, with two-way sharing of concerns and information, and in general keeping the connections going and engaging parents. Librarians and Counselors have provided opportunities for engagement. Superintendent worked closely with PAL to host a few social events returning to campus after the pandemic, which were highly appreciated.</p> <p>For 2022-2023 Continued Priority Focus is needed to expand relationships, build more understanding among parents, especially regarding changes in assessment, grading and reporting. Also needed is more visibility and presence on campus from the Board to show their support for school initiatives and to develop authentic connections with parents and staff as well. Active Board leadership for the topic of identity, belonging and inclusion is needed. Incoming new Superintendent will also benefit from targeted involvement with parents at all levels, both informally and formally.</p>					
3-5	<p>A loyal and committed alumni is in communication with the school, and programs exist to engage their involvement and support.</p> <p>April 2022: We created an official position of Alumni Coordinator to begin planning for an alumni program with an initial goal of developing attractive opportunities for Lincoln alumni.</p> <p>For 2022-2023 In Priority Focus Recommend attention to developing scholarship opportunities or discounts for alumni, enhancing web page for alumni, and hosting some key events to build connection with alumni.</p>					
3.6	<p>A local and global network of alumni, partners, mentors and resources among industry, government, NGOs, institutions, universities, and Argentine authorities supports the school in strategic directions.</p> <p>April 2022: Coming out of the pandemic, we formed partnerships in our Professional Development consultants, such as Lesley University Center for Mathematics Achievement, Erin Kent Consulting and Lee Ann Jung, and SENIA. We also strengthened our relationship with local inspectors and the local municipality.</p> <p>For 2022-2023 In Priority Focus Recommend targeted attention to identifying appropriate areas for us to focus on for partnership development. Recommend developing partnership with 2-3 local universities around internships, student teaching assignments, etc.</p>					

Strategic Objective 4: Sustainable Resource Management

Lincoln School will develop and deploy resources to provide the highest quality personnel, facilities, technology, and programs while practicing fiscal and environmental accountability.

Champions: Marisol Santiago, Leda Rosignoli, Marina Daporta, Claudia Pacha, Superintendent, Principals, Directors

STRATEGIC PLAN PROGRESS REPORT DASHBOARD 2020-2025
Lincoln Moving Forward: Our Strategic Plan 2020-2025

#	End Result	2020-21	2021-22	2022-23	2023-24	2024-25
4.1	<p>A long term financial plan provides for the evolving needs of the school.</p> <p>May 2022: We began to discuss planning for the long term, especially considering staffing. The Admin Team understands our financial circumstances. Our budget for School year 2022-2023 provides a goal to increase enrollment over the next two years.</p> <p>For 2022-2023 In Priority Focus Recommend Admin Team doing an annual retreat on financial planning for the long term, identifying staffing needs, program changes or any other developments that have impact on financial planning.</p>					
4.2	<p>Staffing is aligned to enrollment and represents school commitment to diversity, equity and inclusion.</p> <p>May 2022: See also Objective 2.1. We successfully reduced over-staffing in some areas. Principals understand staffing and enrollment alignment. While current economic conditions in Argentina make it challenging to plan strategically for appropriate staffing, we are more able to plan for our transient population and fewer long-term students. To stay competitive, we realize that we have to be flexible to meet changing enrollment with students enrolling at the last minute, and to be able to accommodate various needs of students. The Admin Team received training in Equitable Hiring Practices.</p> <p>For 2022-2023 In Priority Focus Recommend focused Staffing Review meetings 3 times a year to plan ahead and stay on top of changing needs. Recommend developing a policy around staffing aligned to enrollment. Recommend more attention to increasing diversity in our faculty and staff.</p>					
4.3	<p>Admissions Policy is aligned with the strategic financial plans of the school.</p> <p>May 2022: Beginning steps have been taken to review our approach to enrollment but more needs to be done. We have been awaiting progress on a new Marketing Team which stalled due to the departure of one member and challenges in recruitment of new staff. We finally successfully hired 2 additional staff for the Communications Team which allows us to begin putting more solid effort towards planning for strategic enrollment management.</p> <p>For 2022-2023 In Priority Focus Recommend a review of Admissions Policy and designing targeted marketing plans for enrollment.</p>					
4.4	<p>All health and safety procedures, systems and practices are effective and up to date.</p> <p>May 2022: During the pandemic, we created a Health and Safety Committee that included nurses from our Wellness Center, and other staff from Admissions, Communications, Human Resources, Facilities, National Programs, Athletics and Student Support Services. In addition, we sought counsel from external advisors including a medical doctor who is</p>					

STRATEGIC PLAN PROGRESS REPORT DASHBOARD 2020-2025
Lincoln Moving Forward: Our Strategic Plan 2020-2025

	<p>one of our alumni, and an epidemiologist who is one of our Board members. This interdisciplinary team was effective in handling the crisis and emergency situations and changing government regulations. In the second semester of this year, the team no longer needs to meet regularly regarding COVID practices and these slowly became less restrictive. We are now turning our attention to collecting up-to-date health information and vaccination records from parents, using our new PowerSchool software to store this information. Also we have engaged our medical team in more proactively supporting students with more extensive needs. For example, being directly involved in conversations with parents to support students with mobility needs or medical needs or personal care needs.</p> <p>We now have a multidisciplinary Child Protection Team that meets regularly to review changing regulations, learn from previous cases, and stay informed. Members include staff from Counseling, Teaching and Learning, National Program, Legal, Human Resources, Business, Security, Medical, Technology, and Administration departments. The benefit is that more staff are becoming aware and advocates. We have had a few child protection cases this school year and in each case, the protocol was launched and followed, and our National Program coordinators provide timely and clear input regarding local regulations that helped streamline our processes and avoid any missteps. Our Counselors will continue to do twice yearly professional training for all staff. Next steps are to update our Child Protection Manual and identify an external provider for ongoing training for a small team of leaders in this area so that we can stay abreast of current developments.</p> <p>In terms of security, in 2019 we engaged an external professional in a Security Audit, and have a comprehensive set of recommendations. The review process went on hold during the pandemic. In the past year we reviewed and completed all priority items including COVID protocol signage, positioning of guards in bus areas, daily walkabouts by guards throughout campus, individual ownership of monitoring of personal areas, clarifying all locked areas and restricting access. In the next year, we will need to continue addressing the items on the list. Some items will remain on the list but may not be currently feasible such as installing smartcard readers to secure access in high-value areas.</p> <p>For 2022-2023: In Breakthrough Recommend continued support for Medical Team in increasing professional practices and continued support for Security Team in addressing ongoing items from Security Audit.</p>					
4-5	<p>A master facility plan ensures an environmentally sustainable campus that meets current and future learning needs.</p> <p>May 2022: Lincoln engaged Flansburgh Architects to conduct a review of its prior master plan, its recent design for a new Elementary School, and a general facilities overview to suggest a long term master plan. The purpose of the master plan is to identify the current and future needs of the campus and to accommodate a maximum enrollment of 735 students. The proposed plan considers the site, culture, zoning constraints, and vision of the school; and proposes a specific phasing strategy to achieve the goals set out by the master plan.</p> <p>Flansburgh Architects was engaged to create a comprehensive, long term master plan that achieves the following:</p> <ol style="list-style-type: none"> 1. Supports Lincoln's educational mission by identifying program spaces 2. Provides a long-term vision for the campus 					

STRATEGIC PLAN PROGRESS REPORT DASHBOARD 2020-2025
Lincoln Moving Forward: Our Strategic Plan 2020-2025

	<p>3. Improves overall pedestrian circulation flow 4. Establishes an overall scope and parameters 5. Is inclusive and oriented toward community</p> <p>Flansburgh conducted one remote design workshop, one on-site design workshop, and one planning session with the Board Committee to develop the master plan in collaboration with the Lincoln community. During the workshops, they met with administrators, faculty, board members, parents, staff, and students in group meetings, one-on-one interviews, conversations and informal dinners. A working study model of the campus was assembled with all existing spaces and new program spaces represented with 3D blocks. The model allowed for an inclusive and interactive process which explored many different and evolving planning ideas throughout the course of the visit.</p> <p>This master plan identifies program spaces that are needed, describes site improvements, outlines design guidelines, locates new buildings, and suggests a phasing scenario to meet these important goals. It provides preliminary cost information and a long-term schedule. The vision of the campus centers around updating the Elementary and Middle schools; bringing the performing arts to the heart of the campus as a shared space for the entire Lincoln community; and enlarging and connecting green space. The key recommendations of the master plan are as follows:</p> <ol style="list-style-type: none"> 1. Replace the old Elementary School and Middle School buildings with new facilities that will better reflect Lincoln's educational mission, and add space needed for indoor play and PE. 2. Construct a new Aquatics Center on the lower sports campus, freeing up green space on the academic campus and removing an unsafe and under-performing pool facility. 3. Transform the Auditorium and Cafeteria block into new music and drama classrooms, and acoustically friendly eating environment, and a 500-600 seat tiered theater. 4. Repurpose the Mansion into a shared Media and Technology hub, with a community cafe and outdoor seating. Create accessible routes from the entrance to the Mansion and the Auditorium. 5. Improve the interior environment of the High School by creating more furnished group learning areas outside the classroom and enlarging the classrooms. 6. Consider the landscape as an exploration of Argentina itself, with different regions represented, and seamlessly weave in sustainability measures with each new improvement. <p>A phasing plan over the next 10 years was developed as well as expected and projected costs, including planning for inflation. The Board approved the Phase 0 and 1 which includes the construction of a new Elementary School, as well as a new Aquatics Center (with tennis courts on top). The existing ES will be removed once the new ES is complete; the existing pool will be removed once the new Aquatics Center is complete. The Board is currently awaiting for the Campus Development Committee to agree on a job description for a Project Manager position and will advertise for this position.</p> <p>For 2022-2023: Continued In Priority Focus Phase 0 and Phase 1 are a high priority for implementation. Hiring a qualified and experienced Project Manager is critical to lead this process effectively for Lincoln.</p>					
4.6	A system for tracking and reporting Strategic Plan results is accessible to the community.					

STRATEGIC PLAN PROGRESS REPORT DASHBOARD 2020-2025
Lincoln Moving Forward: Our Strategic Plan 2020-2025

	<p>May 2022: We created this Dashboard as a means of tracking and reporting on the Strategic Plan. We plan to have a space on our website to publish our progress.</p> <p>For 2022-2023: In Priority Focus Recommend a communication strategy to help the community stay informed about progress.</p>					
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STRATEGIC PLAN PROGRESS REPORT DASHBOARD 2020-2025
Lincoln Moving Forward: Our Strategic Plan 2020-2025

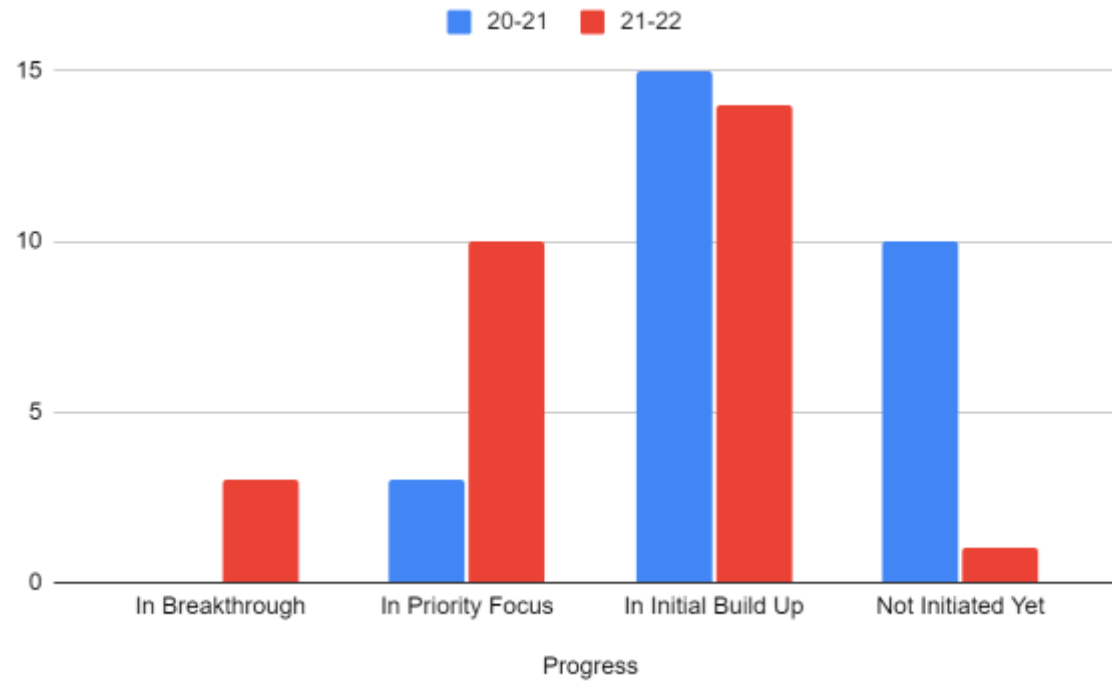
DASHBOARD

Strategic Objective 1: Teaching and Learning <i>Lincoln School will employ evolving curricula and instruction, personalized learning, innovative technologies, and meaningful real-life experiences and community engagements, to position all our learners as thoughtful leaders and global change agents.</i>	10 End Results
Strategic Objective 2: Professional Growth <i>Lincoln School will develop as a professional learning center that attracts, develops, and retains world-class faculty and staff through engaging and inspiring growth opportunities</i>	6 End Results
Strategic Objective 3: Institutional Advancement <i>Lincoln School will enhance our school's brand on the local and global level through the highest quality of partnerships, associations, and communications that differentiates and celebrates our organization and brand.</i>	6 End Results
Strategic Objective 4: Sustainable Resource Management <i>Lincoln School will develop and deploy resources to provide the highest quality personnel, facilities, technology, and programs while practicing fiscal and environmental accountability.</i>	6 End Results
4 Strategic Objectives	28 End Results

OVERVIEW OF PROGRESS					
Progress	For 20-21	For 21-22	For 22-23	For 23-24	For 24-25
In Breakthrough	0	3	4		
In Priority Focus	3	10	23		
In Initial Build Up	15	14	1		
Not Initiated Yet	10	1	0		
Total Number of End Results	28	28	28		

STRATEGIC PLAN PROGRESS REPORT DASHBOARD 2020-2025
Lincoln Moving Forward: Our Strategic Plan 2020-2025

Chart for progress for SY 20-21 and SY 21-22



STRATEGIC PLAN PROGRESS REPORT DASHBOARD 2020-2025
Lincoln Moving Forward: Our Strategic Plan 2020-2025

Strategic Plan indicator's status for SY 21-22

