

Lincoln Public Schools Strategic Plans 2021-2022  
**Preschool**

| Vision/Big Idea   | Goal(s), assumptions, and/or PoP  | Outcomes   | Outputs, Products   | Measures  | Who is lead                          | Who is support                |
|---|---|--|---|---|--------------------------------------|-------------------------------|
| <p>The preschool program proactively constructs inclusive environments that invite students to be curious about, and appreciate and honor one another’s identities and characteristics.</p> <p>All preschool faculty have the skills and confidence to maximize teachable moments and opportunities for students related to AIDE work; especially student identities.</p> | <p>Faculty develop strategies, approaches, and language that allow us to confidently and appropriately address student questions and ideas related to identities.</p> <p>Faculty provide opportunities for students to explore their own identities and characteristics, and learn about each other’s identities. This will be evident in both structured units of curriculum and throughout the school day (circle, dramatic play, etc.)</p> | <p>Faculty have the confidence and competencies to develop and carry out AIDE-based instruction both in the moment and through planned units of instruction.</p> <p>Students ask questions and talk openly about each other’s identities and characteristics.</p> <p>Students feel safe, seen, and honored for who they are.</p> | <p>Q1: Sept-Nov</p> <p>Establish expectations for the year by providing communication (written and verbal) to families about AIDE work in the preschool.</p> <p>Faculty Collaborative practice goals focus on talking with preschool students about AIDE topics including ongoing coaching.</p> <p>Embed our work with AIDE training into the preschool school day including: circle time, snack, stations</p> <p>Faculty practice coming together and sharing examples of teaching moments related to AIDE and provide additional ways of addressing student questions and comments related to AIDE</p> <p>Q2: Dec-Feb</p> <p>Invite families to be connected with the preschool so that teachers know the children, the family’s experiences and identities.</p> <p>Topic focused surveys solicited from both students and parents about experiences, identities and how to support their child with a sense of belonging. Teachers have follow up conversations with families based on the survey results in order to strengthen the connections and collaboration among families and faculty.</p> | <p>AIDE is represented in the classroom environment, planned instruction, and ongoing/spontaneous moments when talking with students.</p> <p>Documentation of student-initiated AIDE related conversations, how they were addressed and the educator and student responses.</p> <p>AIDE is represented in the classroom environment, planned instruction, and ongoing/spontaneous moments when talking with students.</p> <p>The results of the surveys will be used to determine if the goals have been met.</p> | <p>Lynn Fagan and Preschool Team</p> | <p>Administrative Council</p> |

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|  |  |  | <p>Unit/lesson planning training utilizing equity pauses</p> <p>Ongoing individual and collective learning related to AIDE and Deeper Learning</p> <p>Develop instructional units that explicitly provide student opportunity to learn about identities at various developmental levels.</p> <p>Monthly the preschool team examines lessons for evidence of equity and an AIDE specific focus</p> <p>Self-assessment (pre and post) regarding interactions with children and their behaviors -responsibility of the adult to change</p> <p>Carry out after action debrief and self-assessment processes related to student behaviors and faculty/staff responses to identify positively impactful approaches and consider alternatives</p> <p>Embed our work with AIDE training into the preschool school day including: circle time, snack, stations</p> <p>Faculty practice coming together and sharing examples of teaching moments related to AIDE and provide additional ways of addressing student questions and comments related to AIDE</p> | <p>Documentation of student-initiated AIDE related conversations, how they were addressed and the educator and student responses.</p> |  |  |
|  |  |  | <p>Q3: Mar-May</p> <p>Topic focused surveys solicited from both students and parents about experiences, identities and how to support their child with a sense of belonging. Teachers have follow up conversations with families based on the survey results in order to strengthen the connections and collaboration among families and faculty.</p>   | <p>The results of the surveys will be used to determine if the goals have been met.</p> <p>Documentation of</p>                       |  |  |

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|  |  |  | <p>Q4: Jun-Aug</p> <p>Topic focused surveys solicited from both students and parents about experiences, identities and how to support their child with a sense of belonging. Teachers have follow up conversations with families based on the survey results in order to strengthen the connections and collaboration</p>   | <p>AIDE is represented in the classroom environment, planned instruction, and ongoing/spontaneous moments when talking with students.</p>  |  |  |

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